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BUCKNELL
THE ALUMNUS

SEPTEMBER, 1967

The Big "I" In Instruction

PROFILE OF THE CLASS OF 1971

The freshman class of September, 1967 numbers approximately 660 students selected from 4,500 applicants. Academic strength of this class reflects increased maturity and much promise for the future.

53% of the men and 87% of the women ranked in the top tenth of their secondary school graduating class.

College board scores averages: verbal, 650 for the women, 606 for the men; math, 650 for the women and 660 for the men.

83% attended public high schools.

82% reside in the Middle Atlantic area.

60 students are alumni sons or daughters.

15 students were president of their class in secondary school.

323 students are members of the National Honor Society.

136 students were editors of secondary school publications.

24 students were presidents of their student government.

55 members of this class were honored as Bucknell Scholars.

550 varsity athletic letters were won by class members.

30 students are National Merit Scholars.

BUCKNELL
THE ALUMNUS

Vol. LIII, No. 1 *September, 1967*

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ON OUR COVER

Miss Katherine (Kit) Hopkins '67 is already a skilled teacher. She took her practicum in the elementary language arts program at Milton Schools under the direction of Dr. William Heiner.

Photo: Putsee Vannucci
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Please address all correspondence to Editor, THE BUCKNELL ALUMNUS, Bucknell University, Lewisburg, Pa.

LETTERS

The '36 Train Wreck

To the Editor:

I have been an appreciative recipient but a non-responding one for yea these many years. The most recent issue (May) had a few lines about the train wreck of 1936. The article ended with a question that may or may not have solicited this answer. Regardless, here goes.

At the time I was a senior and had taken advantage of the exalted position to maintain a car someplace in Lewisburg. When we heard about the above mentioned wreck, Bob Meikle, Ray Kanyuck and Jacie Mills hopped into my car and highballed it for the scene. We had a camera with us and took the enclosed pictures. The only reason I had them after all these years is that I had mailed them home so that my parents, earlier residents of the area, could be informed.

The pictures show that the train was an express as well as a passenger train. Condensed milk was scattered all over the adjacent area. According to some of the notes I made at the time, on the reverse side of the snapshots, the cab and boiler were sheared from their wheel trucks and both the men in the cab of the locomotive were killed. Also, it is noted that a doctor was killed in the wreck and that his brother was on the scene at the time we were there.

I am not interested in your returning the pictures. Should you wish to reproduce them in any manner, you may do so.

W. Gordon Diefenbach '36
1616 Templeton Road
Baltimore, Md. 21204

To the Editor:

Your mention in the May 1967 issue of the train wreck of 1936 near Sunbury sent me to my photo albums, and I found a picture of the wreckage taken by my brother Myron who was a bit of a photo nut at that time. I'm sure he had taken more pictures, but this one is all that I have.

I have no further details except a hazy recollection that the curve was involved somehow. If you can use this picture, go ahead.

Dr. Walter Drozdiak '39
2337 Forest Avenue
San Jose, Calif.

Editor's Note: Many thanks for sharing your photos and memories. Our news clipping indicates that four were killed and 29 injured in the wreck.

Bucknellians should know that Dr. Drozdiak is a dentist practicing in San Jose. William G. Diefenbach, an electrical engineer, is with Koppers Co. Of those who "highballed" it to the wreck scene with him, Raymond A. Kanyuck '36 is an electrical engineer with Bethlehem Steel Co., Sparrows Point, Md.; Robert Meikle '36, a mechanical engineer, is with Corning Glass Works, Corning, N. Y.; and John G. Mills '36, M.S. '48 is a teacher at Wyoming, Pa., High School.

Above: Rescue workers at scene of 1936 train wreck. Below: Another view showing wheels of locomotive sheared from chassis by impact of the crash.

From the Editor:

We were pleased to hear from Dr. Karl Hulley '18, H'57 that the two Bucknell villages in England really do exist.

"Since reading the article in the *Alumnus* on the two Bucknells in England, I have hoped to catch at least a glimpse of them, and, incidentally, I intend to send this note from one of them with, as I presume, an appropriate postmark."

That letter was postmarked "Bucknell, Shropshire." Postcards arriving some time later bore the postmark "Bucknell, Oxon."

Dr. Hulley reports that he received a warm welcome from the postmaster in Shropshire to whom he presented a copy of the November 1966 *Alumnus* containing the "Buchehalle" story.

A specialist in classical philology, Dr. Hulley retired last year after more than 40 years of teaching at the University of Colorado. He and his wife, the former Helen Benson, also retired from professorial duties, are on an extended tour.

BY W. B. WEIST '50

The Big

Individualized Instruction

HE was in sixth grade, what the Irish call "a mere lad," and his brown hair had been groomed by a careless comb. But his slight, slender frame was adorned with the apparel of Young America 1967—the khaki slacks belted tightly across the narrow waist, and the sweater-shirt, loosely worn, giving him a casual, comfortable look. His quick smile was all his own, as was the frown, fitting his face uniquely in a classroom filled with smiles and frowns.

As he entered the classroom he appraised the teacher, waved to one boy, then winked at another—two cronies of boyhood who held the secret of their private signaling. In a few seconds—less time than it takes to suffer a spot announcement on TV—his attitude changed. He became all student, a 12-year-old with an assignment to fulfill, with obligations to meet.

This classroom *seemed* different. One, two, three . . . you could count the students: thirty-two or thirty-three (depending on whether the girl leaving the room was part of the class). They were seated, standing, hunching over desks, talking, studying, conferring with the teacher. There were no stern commands to "be seated," or "be quiet," or "get to work." There were whispers and apparent attempts to keep voices below audible levels of disturbance. Organization was not visible; authority did not carry a big stick.

But the 12-year-old lad perceived something. Without direction, by no command, he moved to a large cardboard box—a carton that once held one dozen, thirty-two ounce cans of Heinz tomato juice. Now it had been cut and altered to hold manila file folders, each bearing a name, each holding a little parcel of an individual's academic history. He pulled on that part of him that had been confined to a box, carrying the manila folder to a desk in the second row.

All the other students had a folder. A girl in a light blue dress was probing the carton, searching for that part of her self recorded in the activities of this classroom.

The lad knew what he was doing. He had anticipated the work of this fifty-minute hour. His forehead wrinkled slightly as he studied the assignment sheet. It dealt with a single, subtle, elusive concept: POWER. Not electric power, not the giant thrust that spits a man-made rocket at the moon, not the power that makes the poet sing or the grass to grow.

The mimeographed caption on the slender white sheet read: "Social Studies—Milton Junior High School," and a lad, born in 1955, was confronted by a concept in which man confined abstractly all the centuries of concrete wounds and woe, all the rhetoric and revolutions, all the incomplete, unfinished arguments on man's relationships to man.

With 12 years of wisdom stored some place in his self, only about half of that from any formal process of instruction, the lad checked his assignment: a film-strip on Africa. He was ready to go, ready to face the Mau Mau

Two classrooms converted into single unit with audio-visual work space at center.

New residential areas, left and above, are growing in Milton. Town park is at downtown business district intersection, and redevelopment work, far right, sparks the community.

and the Boers, ready to learn something about the Congo and Apartheid, of Lumumba and Cecil Rhodes.

It was his inheritance. Born one year after the Supreme Court decision on desegregation in the public schools, ten years after the last of Ghandi's long fasts, twenty years after Stalin's purge trials in Russia, twenty-five years after Hitler's rhetoric first inflamed Berlin, almost one century after Bull Run, Antietam, and Shiloh, two centuries after Lexington and Concord, the lad's historical experience stretched thin and taught through his "I" in time. But it was the experience of others he must get to know, something he must re-experience, perceive and understand. And he was on his own.

HE left his desk and classroom, moving into an adjoining room. Stored here was the substance of the learning process. A neatly printed sign identified MATERIALS CENTER. On tables ten feet long were stacks of bins, each large enough for the standardzied 8½" x 11" mimeographed sheets of paper stored inside, each numbered or labeled to conform to the varied and multiple assignments each student was to master in his or her own way and at his or her own speed. In other bins on the far wall were tape recordings and filmstrips, magazines, paintings, etchings, photographs, maps, and books. And on two large tables were the tape recorders and viewers, the tools to look and listen, to see and hear some of the signs and sounds, the symbols, meanings and significance by which men had ordered their world.

The lad found his bin, lifting the carefully prepared guide to Africa from its resting place. All around him students were exploring other dimensions of CULTURE or POWER or FREEDOM. They were looking. They were listening. They were working on their own.

With a skill that comes early if taught, the lad expertly inserted the filmstrip in FILMSTRIP READER No. 4, and with a twist of his wrist he was off to a full-color world of lions and tribal kings, of vast deserts, caravans and the Suez Canal—a land and time he may have visited before in the lore and legend of Hollywood and Errol Flynn, Tarzan and the Sheik of Araby.

This was Thursday, April 20, 1967. It was the second period for classes in the Milton Junior High School, a fifty-year-old, three-story building still adequately filling its formal role as a structure within which instruction and learning could occur. The American Flag slowly unwrapped itself from around the flag pole anchored at the curb of the broad pavement just outside the main entrance. A sign one block down the street announced MILTON's SESQUICENTENNIAL 1817-1967. In one and one-half centuries this borough of about 8,500 had been the setting for development and decline, had held generations of men and women who had seen the river traffic come and go, the iron works wax and wane, the steel mills grow, contract, then grow anew. Now men and women worked in the plants that canned spaghetti, tomato sauce, meat balls and ravioli; in factories that manufactured skirts and dresses, shirts and shorts; in mills tha

Students work in materials center, left, and learn math by playing games. Filmstrips and tape recordings are integral to new instructional method.

cast and forged the parts and pieces of machines and tools.

The borough had its slums and its poor, Though it had seen "better days," it was not economically depressed. At least, it did not fit the formal definitions of the federal government. Locally, a coalition of business and professional men worked with the Susquehanna Economic Development Association and the Pennsylvania Industrial Development Authority to attract new industry to the borough or to the area bordering the town. A new industrial park awaits its first tenant and the town fathers anticipate a new surge of progress and prosperity in the same county, Northumberland, which holds a large segment of the corpse of the anthracite coal fields.

THERE has been investment in the schools. Milton High School has hardly rocked its cornerstone, laid in 1956, and a new elementary school has been erected in White Deer. But some of the school buildings are old, their names reflecting the eras in which they were built; Lincoln, Grant, Millward, Pollock. But the attitude of the school board, the teaching staff and school administrators is new. They are seeking to improve their curriculum and their methods of instruction. They know that to stand still in education is to arrest the future development of their community.

The Milton Area Joint School Board has given solid backing to this effort. During the past three years they have allocated some $40,000 per year for development of the new instructional program. They see the need for innovation and incentive in a rapidly changing, complex world. Aided by an initial three-year grant from the Ford Foundation's Comprehensive School Improvement Program, the district has worked closely with members of Bucknell's department of education under the director of Professors J. William Moore and Wendell I. Smith '46.

Thursday, April 20, 1967. A 12-year-old lad walks into a new learning situation. Just what was at work?

"What we sought with the Milton Project was to develop an approach to instruction which truly emphasizes attention to individual abilities, needs and interests," Dr. Moore explained. "Without neglecting the training of basic skills, we wanted to develop ways to quicken a student's imaginative capacity, to free him from the conventional classroom patterns, to help him develop initiative and to be self-directed in his acquisition of the many forms of knowledge. In a sense this means changing the very character of formal educational programs, and our curriculum in the department of education at Bucknell emphasizes educational research and experimentation to develop teachers with the required sophistication to meet the demands and challenges of the revolutionary changes still in process in American education on all levels," Dr. Moore concluded.

The new physical setup can be described briefly. The programs in mathematics, science and in the social studies developed for the junior high school levels are quite simi-

lar in format, both emphasizing individualized study of the major concepts in each discipline. The mathematics program involves 750 sixth, seventh and eighth graders, the social studies program, 250 sixth graders, and the science program, still in the pilot stage, about 90 students.

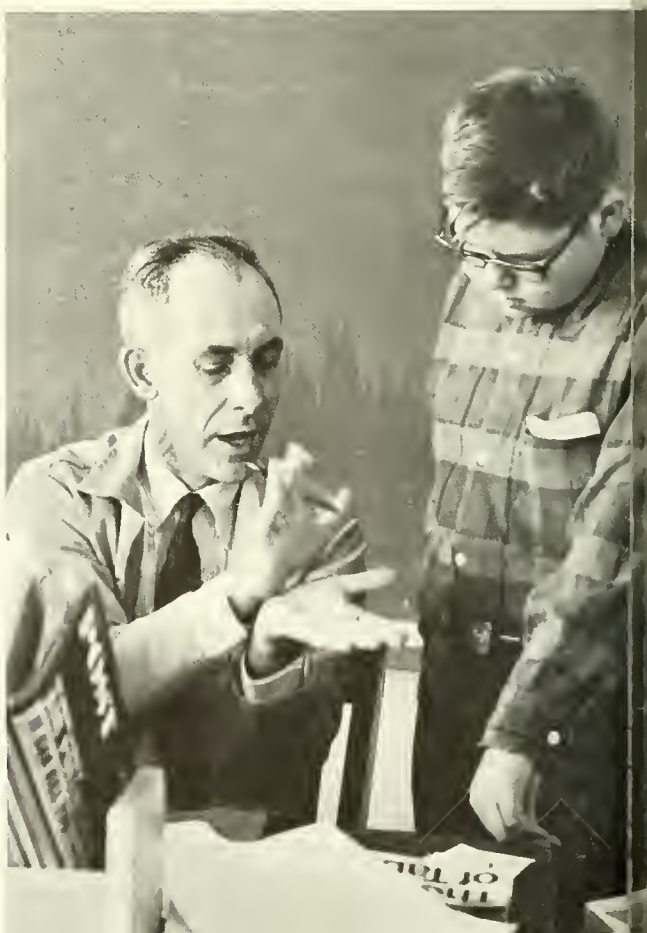
When a student enters the classroom, he takes a personal folder from the file and begins to work on prescribed material. Each prescription works with a concept or sub-concept and can involve any or all of a variety of audiovisual aids—a kind of programmed unit but without the obvious appurtenances of programmed materials. If a student finds any difficulty with any phase of the work, he consults the teacher. Here the role of the teacher changes to a counselor and guide. If he has no questions, the student continues his work until his prescription is finished. Then, the results are discussed with the teacher. This discussion helps the teacher to determine if the student is ready to be tested on the sub-concepts of this part of his work. If so, the teacher administers the test and corrects it. When 85 percent or higher is achieved, this score is recorded by the student on a class progress chart, and the student continues with a new prescription based on the performance on the preceding materials, the results of diagnostic test scores, and the teacher's judgment of the individual's capabilities.

Instructors explain problems to students, sometimes quite graphically, at right. Below: Map of Africa is a jigsaw puzzle.

CUMULATIVE tests, called "post tests," are given at set points in the sequence of materials. These tests measure the retention of concepts learned separately and serve as a review of materials covered earlier. Whenever the results of a test fall below acceptable standards, the student is given additional help in that area of difficulty.

In some prescriptions several students work together. At other times the whole class may discuss a troublesome problem or participate in a group game.

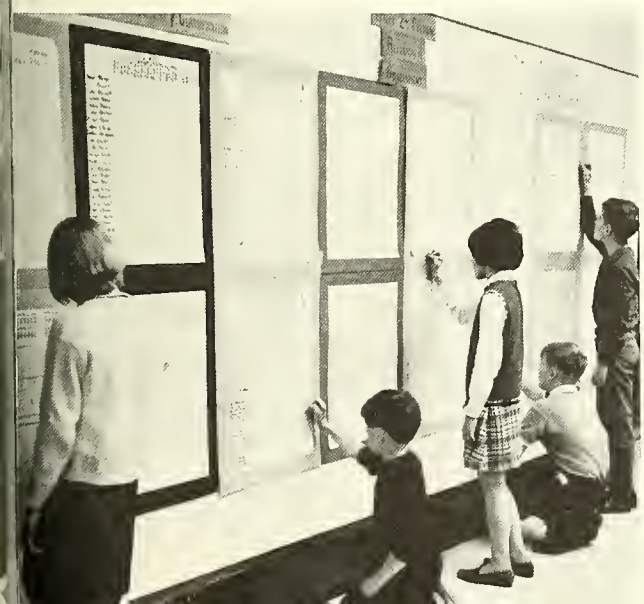
"It sounds simple in outline, but the trick is to make it work." The speaker is Dr. Hugh McKeegan, associate professor of education and coordinator of the Milton Project. "Two years of effort went into our project until we reached the point of contact with large numbers of students. That work involved the cooperative efforts of the Milton School administration, members of the social studies, science and mathematics teaching staffs, at all levels, and of the elementary grade teachers. For we were seeking to develop a new kindergarten through twelfth grade instructional sequence which emphasized an individualized, concept-centered approach. We focused our attention early on the social studies since this is an area which remains practically unaffected by the various curriculum reform efforts that have so changed mathematics and science programs.



"This is where the members of the Milton teaching staff worked so effectively. In consultation with Dr. Roy A. Price of Syracuse University, whose social studies project had identified the major unifying concepts of those disciplines which make up the social sciences, the junior high school staff carefully reviewed their needs and identified those concepts which seemed particularly appropriate to their portion of an established sequence. The concepts included 'Observation, Classification and Measurement, Culture, Government, Religion, Conflict, Compromise, Power, and Loyalty.' But that was only the beginning, for now we had to develop and prepare materials to teach those concepts, materials set in the culture, history and geography of South America and Africa, the content ordinarily taught at the sixth grade level.

"During the summer months, with funds provided by the Milton Schools as their part of the project, nine social studies teachers representing the elementary, junior high and senior high levels began developing materials to implement a concept-center program. That effort was prodigious. But with help from art teachers and media specialists, we collected enough worthwhile materials to go to the students. And that work continues, for some materials prove to be inadequate or too difficult and our continuous evaluation of program and materials allows us to correct deficiencies.

"The project has involved every member of the staff of the Department of Education. Of course, based on the needs of the project, some staff members have participated to a greater degree than others. Dr. Moore has been responsible for the overall direction of the project. Bill Heiner (Dr. William Heiner, assistant professor) has worked for three years to develop the continuous progress reading program now operating in three of Milton's elementary schools, and Mahmoud (Mr. Mahmoud Fahmy, instructor) served as consultant to our social studies committee for a year. But everyone has participated when we needed help: Chuck Jones (Dr. J. Charles Jones '42, professor) is now working on the evalution of the elementary programs; Bill Goodwin (Dr. William Goodwin, assistant professor) suggested the research design for evaluating the junior high math program; Dr. Walter Sauvain helped in placing secondary student teachers in the Milton Junior and Senior high schools and Jerry Natkin (Dr. Jerald Natkin, assistant professor), who just joined us this year from Indiana University, worked with Bill Moore in coordinating and evaluating the senior high communications program.



"In this latter program we have attempted to develop instructional approaches in the communications skills; listening, reading, speaking and viewing that would be meaningful for non-college bound students. The results have been quite fruitful; several students who had never previously read a book in its entirety completed six or more books during just one semester of the program."

DR. William Heiner explains: "The major emphasis in the elementary language arts program has been the development of methods and materials which fit the needs of the individual child as he progresses from kindergarten through the elementary sequence. Through careful analysis of the types of children who constitute the school population, an abundant variety of materials has been assembled. These materials are used in systems of grouping which allow each child to progress at a pace which matches his ability.

Instructor checks a test problem in math while other students below, work on test. At left: Students record own progress in social studies.

Elementary language arts program in progress in three sections of one classroom.

"An outgrowth of this concern for individual needs has been the development of a primary speech program. This was designed specifically for children whose articulation was found to be immature in relation to the average child in the Milton District. An intensive speech training program is administered to such children before instruction in reading commences. And, while both programs are hardly beyond the 'design' stage, the results which have been achieved are generally encouraging, and, in many instances. spectacular." Dr. Heiner's enthusiasm for and involvement in the project is evident as he speaks. Both the speech and reading programs reflect his skill in the application of linguistic approaches to instruction in these areas.

Dr. Wayne M. Vonarx, who recently assumed the superintendency of the Johnstown, Pa., School District, was superintendent at Milton during the first two years of the project. His successor, Mr. James Baugher, the 32-year-old former junior high school principal who has worked with the project for three years, made these observations: "One of the basic objectives achieved by the Milton Project was to reduce the research to practice gap

Continued on Page 10

Drape divides two sections of class in elementary language arts program.

A DECAI

Though the Milton Project, sometimes referred to as "The Big I" (for the emphasis is on individualized instruction), began only three years ago, Bucknell has been involved with regional school systems for almost a decade through the work of several faculty members: Dr. Wendell I. Smith '46, professor of psychology; Dr. J. Charles Jones '42 and Dr. J. William Moore, professors of education. Aided by grants from the Ford Foundation and its Fund for the Advancement of Education, these three men began, in 1958, an experimental project in college-public school co-operation.

"Looking back now after almost a decade of work with area public school systems, I'd say the results have been encouraging. I would be less than frank if I did not add that I wish we would have had the opportunity to do more. But the schools are a very sensitive instrument of society. Changing any element in that traditional structure can pose a threat, real or imagined, to the value system of an entire community, and one must begin such work fully aware that merely being a professor, or a Ph.D., or a psychologist, or an educator is no guarantee that one's most rational arguments or plans, supported by years of the most sophisticated research, will stand on their own merits. Credentials don't create sympathy or respect by themselves. You must have something else going for you in the community and in the schools with which you seek to do your work."

These observations are those of Professor Smith. Over a decade ago, he gained a national reputation for his studies of behavior and learning by doing what some thought impossible—changing the pecking order of chickens. Not swayed by the arguments or "evidence" that this order in the flock was "natural," or "inherited," or "instinctual," Dr. Smith created an elaborate experimental environment, tape recording hens and roosters, discovering food preferences and the "language" of the fowl. Then, through a process of instruction, he

Professors J. Charles Jones, Wendell Smith and J. William Moore.

manipulated behavioral patterns, altered a structure of action in fowl, and demonstrated that this structure was "social," not "natural."

"It was a bit more difficult than it sounds, but the experiments certainly gave me some understanding of that immense order of events which we so easily label 'natural,' which by definition means 'not susceptible to change'," Professor Smith observed. "Over the years, as my professional interests increasingly turned to 'human learning,' I have been amazed, and at times, appalled by how much is taken for granted in the educational process. When one sees that education is one of the foundations of civilization, you understand that the future of civilized life is bleak indeed if education fails or founders by the default of those responsible for the educational system."

This from a man who has entered the political arena—recently winning both Republican and Democratic nominations for a six-year term on the Lewisburg School Board. Co-author (with Dr. Moore) of *Conditioning and Instrumental Learning*, he has served as co-editor for McGraw-Hill of a series of programmed texts in math and spelling. A consultant for the U. S. Office of Education, Dr. Smith served in 1966-67 as director of research for McGraw-Hill. He is chairman of the department of psychology.

"I agree with Dr. Smith's observations." The speaker is Dr. J. Charles Jones. "As an educational psychologist interested in promoting innovation in the schools, I think I've gained an appreciation of George Bernard Shaw's observation about an American philosopher he had met: 'He's willing to change everything but his own bad habits.' Because any suggestion for change is usually perceived as a suggestion that we give up some of our bad habits—and most of us, college professors as well as public school teachers and administrators, are reluctant to do so.

"I think we should note that we've met with some disagreement in our work with the public schools. I'm not faulting this, merely pointing to a fact. We were acutely aware of the many and varied pressures to which our public schools are subjected when we began our program with area schools in 1958. In fact, those pressures were central to the program, for school boards and school administrators are confronted all the time with demands to add some program, maintain the status quo, or change teaching methods. Now, these demands can't be dismissed by simply labeling them 'impractical' or 'too expensive.' What our initial program was aiming for was a frame of reference for use in determining just what are the most effective ways of studying and evaluating suggestions for educational change and innovation," Dr. Jones explained.

"One of the ways to get answers is to do some research and experiments. Industrial and medical technology are two areas where the payoff from research has been enormous. The urban school systems have benefitted from educational research, but the impact has been relatively minor in non-urban areas. Though even the state legislatures and the Congress appear to recognize the need for educational research today, when we began our work almost a decade ago most non-urban school systems either lacked funds for such research or didn't have personnel trained in research techniques. Thus, our efforts in the Upper Susquehanna Valley Program of Cooperative Research concentrated on stimulating in the public school personnel of the area, interest and skill in research and experimentation in the teaching-learning process. This was to be the means for finding defensible answers to questions involving curricula, methods of teaching, and educational policy. Obviously, this meant that a closer relationship between the university and public school systems had to be developed, for to encourage a new approach to research and experimentation, it was necessary to make available to the schools the resources of Bucknell, including the direct assistance of faculty members from several departments, financial assistance, and the promotion of cooperation among the schools, themselves," Dr. Jones observed.

Dr. Jones' latest book, *Learning*, was published by Harcourt-Brace in April and another work is scheduled for publication next year. A painter by avocation, he describes his work as "some kind of hybrid Whistler and Van Gogh, though art experts find no influence from either man." An expert woodsman, hunter, and canoe-

Visitors to Milton Project have come from all parts of U. S. Here, members of Western States School Association check work of students.

Individualized Instruction

Continued from Page 8

in instruction by utilizing some of the most successful educational innovations from across the nation. In addition, it has served as one of the best means of providing for a continuous in-service education program for teachers. Involved as they are in planning programs and in developing materials, they have been exposed to the best thinking regarding instructional practices.

"Our students benefitted most, in that they could proceed through sequentially organized materials at their own rate of speed. Most formal instruction was given on a one-to-one basis, and our students developed a high degree of independence and responsibility in learning, and new skills in operating the tools for learning, that is, tape recorders, projectors, maps, books, games—whatever was useful for teaching and learning."

"In so many ways," Dr. McKeegan observed, "the Milton Project is an excellent example of university-public school cooperation in instructional improvement. Over the past three years the members of the board of education and the administrative staff of the Milton Schools have given constant support to the Project. Certainly the board has not been a rubber-stamp, and we would not want them to be. They have taken a keen interest in project operations and have asked for evidence that the new programs are benefitting the children of Milton.

A Decade

Continued from Page 9

ist and amateur botanist, he has traveled extensively in his search for outdoor adventure. Next year he and his family travel to New Zealand, where his professional reputation takes him as a Senior Lecturer in Educational Psychology at Victoria University.

"The program Dr. Jones outlined had some gratifying results. In fact, we became involved in several areas: science instruction on the fourth, fifth and sixth grade levels and on the secondary school level, non-graded reading programs for the primary grades, and enrichment programs for superior high school students. Attitude studies were also made, and we sought to involve college students in public school programs at the secondary level," Dr. J. William Moore explained. "The project included the beginnings of programmed automated instruction in spelling, and we used audiovisual aids as specific phases of several projects. These programs are still active in six school systems and our Saturday Morning Program for superior students still operates on the Bucknell campus. Many distinguished faculty members have taught in that program.

"We learned a great deal—much of it applicable to our responsibilities in teacher education at Bucknell," the chairman of the education department acknowledged. "And the more we became involved in our several programs, the more we became involved with motivational factors—both the student's and the teacher's. In 1961, we were fortunate enough to secure a substantial grant from the U. S. Office of Education which permitted us to study the motivational aspects of programmed learning. Again, we added to our knowledge, and the results of our studies in these multiple programs have aided us in developing instructional methods and to further define the research orientation of the department of education."

The author of numerous papers and monographs on education, Dr. Moore is a specialist in educational research. An editor for McGraw-Hill, he serves also as a consultant to the Pennsylvania Department of Public Instruction. He has been the recipient of ten major research grants since 1960. Describing himself as "just a farm boy at heart," he is an amateur horticulturist and has been a "non-paid consulant on lawns and some varieties of shrubbery for several faculty members."

From small beginnings the Upper Susquehanna Valley Program of Cooperative Research involved 10 school districts in four counties with combined enrollments of 12,215 elementary and 9,411 secondary pupils. The majority of these districts were located in small towns in rural, agricultural areas. Two districts, Lewisburg and Selinsgrove, are situated in small college towns. Shamokin and Sun-

The fact that the board has allocated $40,000 for project activities in 1967-1968 is evidence of their commitment to continued improvement of the instructional program.

"The Milton Schools have rather limited financial resources in comparison with many districts; therefore their commitment of $40,000 is the best evidence I can give of their satisfaction with what has occurred in their schools," Dr. McKeegan concluded.

DR. McKeegan, a graduate of the University of Pittsburgh held positions with the U. S. Office of Education and the Pennsylvania Department of Public Instruction before coming to Bucknell. He was assisted in the direction of the Milton Project by Dr. Norman Overly, of Ohio State University, who began new duties on September 1 as director of the Association for Supervision and Curriculum Development, Washington, D. C.

The 12-year-old lad finished. He filed his filmstrip and returned to his desk to review his answers to the questions on his assignment sheet. When the bell rang ending the 50-minute hour, he knew a little bit more about POWER. But he had no concept, no information about the ideas or the work that made his study possible, the combined efforts which had put him on his own to learn such wisdom as the many ages know and teach.

Dr. Norman Overly, above, meets with math teachers. At left: Dr. Hugh McKeegan, right, meets with Mr. Arwood Snyder, business manager, and Miss Eileen Moore, secretary.

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bury districts are centered in third class cities—the principal industry in Shamokin being, until quite recently, anthracite coal mining. Milton and Danville districts are centered in large boroughs. Overall, the districts represented a varied population from markedly different communities, and no district could be considered affluent.

Reporting on their program for other researchers, the three professors observed in 1963: "If any single lesson was learned, it was the necessity for careful planning and the enlistment of the full support of teachers, administrators and parents. This was demonstrated with particular clarity in the case of the non-graded primary experiment. Beginning with the school board, the nature of the project and the necessity of each step in carrying out the experimental design was carefully explained to all the teachers whether they were participating in the experiment or not and to the parents of all the children involved. Almost an entire school year was spent in conferences, training and indoctrination and, as a result, friction and problems were virtually non-existent."

"Though we began this work almost a decade ago, it is rewarding to see the spill-over effects of our efforts in the many programs throughout the region funded today with federal grants under Title III," Dr. Moore observed. "Seventeen school systems are now involved with Bucknell's Project SESAME in many programs similar to our early research projects. Dr. William Goodwin, assistant professor of education who directs this project, is to be congratulated for the creative role he has played in developing extensive new programs for area schools. He has his own unique story to tell, and it's a good one which has brought benefits to many area students."

"What sometimes is ignored about Bucknell's location," Dr. Smith explained, "is the fact that we are situated only some 35 miles from the heart of one area of Appalachia. Very real socio-cultural problems exist there, but resources can be mobilized to attempt solutions to these problems. One recent example of Bucknell's involvement through education is the Upward Bound Program which operates primarily in the anthracite coal regions. We are doing something socially constructive with this program, and it is my opinion that this kind of involvement benefits the undergraduates who participate in these projects and helps our own teaching by forcing us to translate ideas into practice."

"I find it noteworthy that many things which seemed novel only ten years ago are becoming routine today. Routine, especially routine in teaching, is the enemy of education. I think this is why we worked so hard to begin our work with local schools in what seems so long ago. It helped all of us break some routines," Dr. Jones observed.

BUCKNELLIANS AT MILTON

Many Bucknellians have been associated with the Milton Schools through the years as members of the faculty or administration, or as practice teachers. Two Alumni who retired this year are Oella Kisor Linder '29, a teacher, and Phoebe Reinhart '25, school librarian.

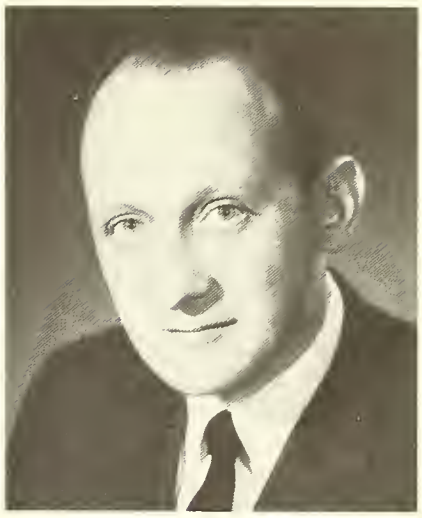
Administrators who are Alumni include Richard P. Fisher MA '47, senior high principal; Charles H. Sowers MS '53, assistant principal; Geraldine C. Spurr '30 MA '38, director of pupil personnel; and Lois Farley Yocum '41, MS '45, girls guidance counselor.

Members of the teaching staff who are Alumni include Catherine B. Balliet '28, M. Martha Bickel '32, MA '45, Florence I. Bogle '43, Jane E. Bower MS '57, Lois Montgomery Burgee '36, MA '37, Dale C. Cochran MS '63, Paul C. Confer '34, MA '39, Edward V. Dobb MS '53, N. Douglas Erickson MS '60, Mollie Houseworth Eyster '55, Ned D. Fairchild MS '52, Julia C. Hagenbuch MS '50, Wayne R. Hauck '58, William H. Houck MS '63, Helen G. Keyser '31, MA '41, Lorena S. Kyle '40, Robert A. Mellman MS '63, Mary A. Neyhart '32, MA '40, Peter A. Pasternak MS '65, Walter E. Patynski MS '63, Janet Soars Platt '36, Jane Stannert Ranck '40, Joan Hill Seidel '37, Thelma Stamm Seidel '26, Elizabeth Keyser Stahl '27, J. Patricia Wagner '50, Catherine M. Walter '27, Anna L. Mayes Bingaman '28.

The administrative staff is responsible for 3,200 pupils in five districts comprising the Milton Area Joint School System. From left are Dr. Wayne M. Vonarx, former superintendent; Mr. James Baugher, acting superintendent; Mr. Robert Izer, physical education director; Mr. Richard Fisher, senior high school principal; Miss Geraldine Spurr, director of pupil personnel; Mrs. Jane Owens, director of food services; and Mrs. Augusta Foose, director of girls' physical education. About 30 percent of graduates go on to higher education.

Miss Rebecca Lentz '65

The Varied Worlds of Bucknellians



Dr. Robert W. Haigh '48

Driving A Truck?

Who'd ever believe that Rebecca Lentz '65 would end by driving a truck?

Well, this pert, pretty brunette—who majored in elementary education at Bucknell—only drives a truck as part of her duties with Schrader Research, Cranbury, N. J. Schrader is a testing firm which has many trucks on the road demonstrating various products, and Becky drives Mobi-Lab 22—a twenty-two foot long vehicle which parks with a bit more difficulty than a Volkswagen.

This summer she was on the road for the Coffee Brewing Center and she perked thousands of cups of delicious brew from her coffee house on wheels at the Newport Jazz Festival. While this is billed as the "World Series of Jazz," Becky provided a big league cup of java and met most of the top jazz musicians in the nation.

A Schrader employee for two years, she has been on the coffee tour for more than a year and has made stops in many cities, including New York. She finds people "delightful," and her job "hard work but I love it." She says she always wanted to do three things—play the harp, own a sports car and go to the Newport Jazz Festival. She's been to Newport, owns a sports car and is learning to play the harp.

Her travels this summer in Mobi-Lab 22 included stops at Expo '67, Boston, and some midwestern cities. She sometimes appears on TV and radio in some of the cities where she parks her van.

Keep an eye out for her, especially if you're the kind of man who can't abide women behind the wheel of a truck.

Xerox Executive

The new group vice president of the Xerox Corporation and general manager of its education division is Dr. Robert W. Haigh '48. As head of the education division, Dr. Haigh succeeds C. Peter McColough, president of Xerox, who has been acting head of the unit since its formation in 1966.

A Phi Beta Kappa, *cum laude* graduate of Bucknell, Bob has served since 1966 as a member of the University's board of trustees. He received his doctor's degree from Harvard University where he was a faculty member in the graduate business school from 1950 through 1956.

The new top officer in charge of Xerox education companies formerly served as president of Vistron Corporation, the chemicals and plastics subsidiary of the Standard Oil Company (Ohio). Before that, he held various corporate planning posts as vice president of Sohio. Earlier, he was a director and financial vice president of Helmerick and Payne, Inc., Tulsa, Okla. His memberships include the Cleveland Council of World Affairs and the Financial Executive Institute.

Although Xerox is engaged internationally in the copying and duplicating field, it has made a deep commitment to the field of education. Two years ago it purchased American Education Publications from Wesleyan University. This company publishes such well known classroom periodicals as "My Weekly Reader" and "Current Events."

Xerox also provides programmed-learning systems for government and industry which are a part of its education division — including University Microfilms—and offers a broad range of library services to schools and other institutions.

Dr. Haigh will be located at Xerox Education Division headquarters in New York City.

Adult Educator

"Colleges and universities should give far more attention than they do to the fact that adults have many educational needs which ought to be served by higher education agencies which do not fit neatly into blocks of time measured by semester or quarters and which would achieve their objectives better unhampered by the mechanics of prerequisites, credit hours, mid-terms, final exams and grades."

The speaker is Dr. Andrew Hendrickson '25 in an address before a joint meeting of the Ohio Association for Adult Education and the Ohio Association of Public School Adult Education. The two groups honored Dr. Hendrickson for his work in this field with the presentation of a plaque and a citation.

Now serving as director of the Center for Adult Education at Ohio State University, Dr. Hendrickson told the group that there is not adequate support for adult education beyond the eighth grade; that there is not yet an adequate concept of the training needed for teachers in this field; that only the rudiments of counseling exist, and that little use has been made of electronics media in teaching adult education courses. He urged that professionalism of adult education teachers must be pushed through the provision of appropriate credentials and training and that the adult education field must be given the same status as other fields of education.

Dr. Hendrickson became a staff member of Ohio State University's Bureau of Special and Adult Education in 1947 after serving at Cleveland College of Western Reserve University as associate professor and dean. In 1960, he joined the staff of the department of education and assumed the post he now holds. He received a two-year grant in 1962 from the U. S. Office of Education for a study of the educational needs of persons over 65 years of age. He received his Ph.D. degree in 1943 from Columbia University.

Mrs. Hendrickson, Noryane, is an assistant professor in the School of Agriculture and Home Economics and she has co-authored with her husband several articles on adult leadership. They reside at 148 East North St., Worthington, Ohio.

Mrs. Amorita S. Copeland '22

Retires From Post

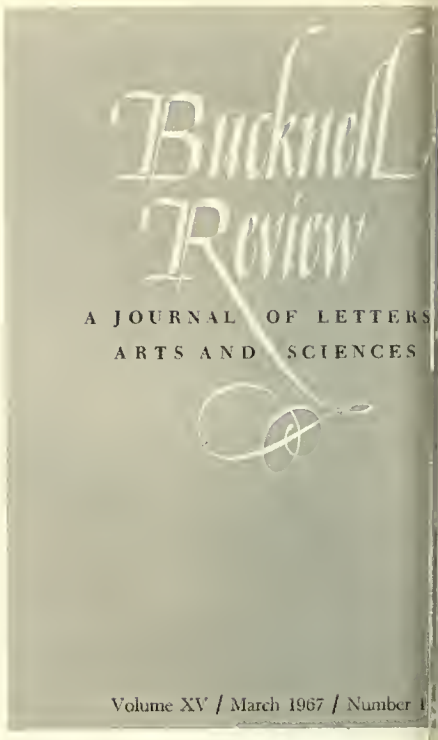
Mrs. Amorita Sesinger Copeland '22 has retired from her post as assistant to the dean, for development, at the New York University College of Dentistry. Since 1958, she has been in charge of the fund raising and public relations programs of the College of Dentistry.

In August, Amorita moved to a newly purchased home in Lewisburg. Her many talents will not remain idle, for she will be involved as a consultant on public relations and fund raising for several non-profit organizations.

Mrs. Copeland recently completed a five-year term as a member of Bucknell's board of trustees. Prior to assuming her post at N. Y. U., she was director of national development for the Girl Scouts of America (1950-57), initiating an educational program to encourage national corporations and foundations to support a number of special projects. She has served on the development staff of Columbia University and was director of public relations and admissions at Farleigh Dickinson University's Madison, N. J. campus. At one point in her distinguished career, Mrs. Copeland served as social secretary to Mrs. Cornelius Vanderbilt Whitney and as special assistant to Miss Anne Morgan and other members of the Morgan family.

A member of the Public Relations Society of America, Amorita is listed in *Who's Who of American Women; Who's Who in Public Relations, Who's Who in Commerce and Industry,* and other media.

Her new address is 1130 Washington Ave., Lewisburg, Pa.



A new cover design and inside format are features of THE BUCKNELL REVIEW, a journal of letters, arts and sciences edited by Dr. Harry Garvin, chairman of the department of English. William Eshleman, librarian, designed the new inside format and the new cover is the work of Stephen J. Kraft '40. A graphic artist, Stephen has won many prizes for his calligraphic designs and book illustrations. One of his present assignments is for the Smithsonian Institute, Washington, D. C.

Polaroid Beware!

We first heard the reports from Miami, Fla. about a new camera—the Chrislin Insta-Camera — which retails for around fifteen dollars and produces a photo sixty seconds after the shutter clicks.

The firm producing the new entry in the shutterbug market is Camera Corporation of America, Hicksville, N. Y., and the president of the firm is George J. Linder '57, who also developed the new camera.

Reports indicate that Miami was the test market for the new product. The newly developed disposable film magazine retailed there for about $1.75 for an eight-photo roll.

The engineer-inventor of the new Insta-Camera lives with his wife and three children at 12 Commercial St. Hicksville, N. Y.

Guide to the U. N.

Mrs. Alice Haslam Flynn '17 has compiled and edited *World Understanding, a Selected Bibliography.* The book is published by Oceana Publications, Inc., Dobbs Ferry, N. Y., for the United Nations Association of the United States of America, Inc.

This extensive annotated reading guide on the U. N. and the world of today is designed for teachers, pupils and adults, and most titles note the appropriate interest by exact ages or level. A special section is devoted to program suggestions for school, club and community groups.

Mrs. Flynn writes that her book "was compiled in the hope that it will stimulate explorations in a world of books leading to the personal discovery of a new or firmer faith in the United Nations and a wider understanding of the world in which it works for peace and human welfare."

Alice is married to Edmund J. Flynn, a graduate of the Massachusetts Institute of Technology, and they are parents of a daughter, Katherine Elizabeth. The Flynns reside at 511 East 20th Street in New York City.

Writer-Golfer

In 1964, he won the Spur Award of the Western Writers of America for the best western historical novel of the year, but Eugene E. Halleran '27 has compiled a hole-in-one record over the past eight years which is the envy of most golfers.

On March 14—that date could be significant — on the fifth hole, he scored his fourteenth hole-in-one at Margate, Florida.

Eugene, who has been wielding the irons and woods for 30 years, has dropped his aces mostly on par-three holes, ranging in distance from 100 to 145 yards. His longest shot came on a par-four course in Oceanside, N. J. However, his favorite shot wasn't a hole-in-one, but an eagle on a par four.

For those who are duffers, we can report that Eugene has made all of his aces with iron shots—anything from a pitching wedge to a five iron. And he thinks it all has been just "pure luck."

A teacher turned author, Eugene has 30 novels to his credit, most of them westerns. His first novel, *No Range Is Free,* was published in 1944. Of it, one reviewer noted: "Here is an action-crammed story of the old West, told with unusual skill, plausible in plot, and peopled with flesh and blood characters you'll never forget."

A history teacher with a master's degree from Rutgers, Eugene won continued praise from the critics for "historical accuracy" and "narrative skill." Most of his 30 books have been printed for the British, French, Spanish and Argentine publics. His writing career was capped three years ago by the Silver Spur Award, the highest honor presented by his professional peers.

Eugene is married to the former Edna M. Whittington and their son Robert is a member of the Class of 1959. The Hallerans now reside at 1613 N. W. 58th Ave., Margate, Pompano Beach, Fla.

New Duties

A former Army chaplain, Col. William Shure '35, has retired from active service only to begin new duties as chaplain of the Loyal Order of the Moose Orphanage, Moosehart, Illinois. He retired from the Army in February after completing 27 years of service that ranged from company chaplain to chief of personnel in the Chaplain General's Office.

The chaplain began his studies at Bucknell with the Class of 1930. It was then that he met his wife, the former Ruth Wentworth '30. He received his bachelor of divinity degree from Drew University and served as a Methodist pastor in Watsontown before entering the service in 1939.

Both Col. and Mrs. Shure are looking forward to the challenge that awaits at the orphanage. Both feel it will be a satisfying experience to work with the children and especially to contribute to the good that the Loyal Order of Moose is doing by operation of the home.

Mrs. Shure will not be a member of the staff at the orphanage but will find enough volunteer work to keep her busy. She is an active member of the national chapter of the American Red Cross and for eight months she served on Governor Scranton's Commission for the Status of Women. In that capacity she was actively engaged in committee work to attract more women to serve in community organizations and volunteer organizations.

During ceremonies held at the Army War College, Carlisle Barracks, Carlisle, Col. Shure was presented with the Legion of Merit award from Major General Eugene A. Salet, the post's commanding general. The award was presented for Col. Shure's "exceptionally meritorious conduct in the performance of outstanding service" as post chaplain from March 1966 until February 1967.

Col. Shure started his military career in 1939 when he entered the Army. After attending chaplain's school, he was assigned to the 95th Infantry Division. He served during World War II with the division as division chaplain. Following the war he was assigned to Fort Ord, Calif., as a post chaplain and was later transferred to Ft. Benning, Ga., where

Col. and Mrs. William Shure

he served as an instructor in the Chaplain's School.

For two and one-half years he served as the 8th Army chaplain in Japan and then was assigned as Chief of Personnel for Army Chaplains in the Pentagon. After a short stay at Fort Monroe, Va., he was assigned to Stuttgart, Germany, for three years, and on returning to the States, he was assigned to Ft. Leonard Wood, Mo.

From Missouri he went to Korea for 13 months and, on his return to the states, was assigned to Ft. Sill, Okla., before a three-year tour of duty in Hawaii. In 1966 he returned to the United States and completed his military career at Carlisle.

During his career he has received many citations, including the Bronze Star during his tour in World War II along with the Presidential Unit Citation.

Special Tribute

The Florida Medical Association has paid special tribute to Dr. James Nelson Patterson '24 with a certificate of appreciation for the services he has rendered to the medical profession, to the public and to the nation. He is only the second man to be accorded this honor.

Dr. Patterson has been a resident of Florida for some three decades. He moved there on March 1, 1938 to become director of the bureau of laboratories of the Florida State Board of Health. In that post he developed an active program to improve the quality of the work in the branch laboratories of the state, and he was instrumental in influencing the State Board of Health to employ men with Ph.D. and M.S. degrees to upgrade professional programs.

During the early days of World War II, he directed a statewide collection program of blood plasma for the armed forces and served as assistant health officer from 1941 to 1942. Entering military service in 1942, he rose to the rank of Lt.-Col. in the Air Force. Upon his return to civilian life, he moved to Tampa, Fla., where he entered the private practice of pathology. His professional interests soon embraced the field of hematology, and he offered for many years the only comprehensive services on the West coast of Florida in the measurement of defects in blood coagulation.

Dr. Patterson, who received his M.D. degree from the School of Medicine of the University of Cincinnati in 1929, began his career as an instructor in pathology at that institution. While a member of the faculty, he served as a pathologist to the coroner of Hamilton County, Ohio; and as director of laboratories for the Hamilton County Tuberculosis Hospital.

His national reputation in pathology led to his appointment, in 1952, to the certifying board of pathology of the American Board of Pathology—a position he filled with distinction for 14 years, becoming vice president, 1965, and president of the board, 1966.

Active in professional and community affairs, Dr. Patterson serves unselfishly in many capacities. He is a member of the board of directors of the American Cancer Society (Florida division) and is chairman of its Leukemia Committee. He is an active member of the Bucknell Alumni Club, of the Tampa Philharmonic Society, of the Tampa Rotary Club, and of the American Medical Association Educational Research Fund.

Mr. David M. Trout, Jr. '50

Most recently, Dr. Patterson lectured to the staff of Queens Hospital, Honolulu, and to the Pathology Society of Hawaii while on a visit to the 50th state.

Wins Promotion

David M. Trout, Jr. '50, president of the Bucknell Alumni Club of Connecticut, began new duties in June with the Federal Paper Board Co. Dave is now general manager for folding cartons in the northeastern region, which includes plants in Massachusetts, Connecticut and Pennsylvania.

Since joining Federal in 1951, Dave held posts with office and plant management responsibilities. In 1958, he became office manager in Federal's Washington, Pa. carton plant, and in 1962, was named plant manager. He was appointed plant manager for the New Haven, Conn. carton plant in 1964.

Dave and his wife, the former R. Leanne Freas '50 are parents of three daughters, Deborah, Linda and Andrea. The Trout family will continue to reside in Branford, Conn.

Takes New Post

Richard C. Tyrrel '63, who served since June 1, 1966 as assistant Alumni secretary, began new duties in August with the personnel department of the Radio Corporation of America, Philadelphia. Dick joined the Bucknell staff in 1964 as an assistant director of admissions after serving for one year in the marketing department of the California Oil Company.

As one of Bucknell's outstanding athletes, Dick set a career pass-receiving record, captained the 1962 Bisons, and earned three varsity letters in football. In addition, he became the third player in conference history to be named to the All-Middle Atlantic Conference first team for three consecutive years.

Mrs. Tyrrel is the former R. Gail Kille '64. The Tyrrels are parents of a son, Richard C. Tyrrel, Jr., 1½. Their new residence is at 202 Randle Drive, Barclay Farms, Cherry Hill, N. J. 08034.

REVIEW OF THE CLASSES

YOUR INDULGENCE, PLEASE

We are trying a small experiment in typesetting the classnotes for this issue, and our first efforts may have a few flaws.

You will note that all items have been set with unjustified right margins. The type is IBM Delegate, and several alert typists have had their fingers in the composition of the materials. In the typing process some maiden names of Class Reporters were omitted, and we apologize herewith. However, press deadlines did not allow for retyping of materials, and we plated-up with our flaws showing.

These pages are reproduced by the photo-offset method. We hope you approve the change.

A BIG BAND REUNION

Allen W. Flock, director of the Bucknell Bison Band, has been working diligently on plans for a Band Reunion at Homecoming Day, October 14.

"All who have tooted, twirled, thumped, marched or twisted in the Bucknell Bison Band are invited," Allen noted. "We will have specially marked tables at the Alumni Luncheon, and we hope to have former members up front playing Bucknell songs. We hope that each former band member will be playing the instrument he or she played when in school. We suggest that they bring their own instruments, or we will arrange for them to borrow one from present band members."

Arrangements are now being made for a "Drop-in Bison Band Round-up" following the football game against Lehigh's Engineers. The site for this event will be announced later.

Please send your name, class, address, and instrument played in school to Mrs. John H. Shott, College Hill, Bucknell University, Lewisburg, Pa. 17837. Since records for Band Alumni prior to 1949 are incomplete, Mr. Flock requests that any known addresses of former Bison Band members be included in the information sent to Mrs. Shott.

Please note that this Reunion is planned for this year--1967--at , Homecoming Day, October 14.

CLASS REPORTERS

Deadline for the November issue is Friday, September 15. Please note the advanced deadline for the January 1968 issue will be Friday, November 10.

EMERITUS CLUB
REPORTER: Dr. Frederick B. Igler '12, 43rd and Locust Sts., Fairfax Apt. 513, Philadelphia, Pa. 19104

The Rochester Garden Club visited the Chinese Garden of Mrs. John T. Fetherston (EDITH KELLY '05) on May 4. They had luncheon at the Wynding Brook Country Club, supper at Packwood House and spent the night at the Penn Wells Motel. It had been 10 years since they last visited the garden.

On May 24 the Smithsonian Museum gave a Brahms concert using Mrs. Fetherston's 1878 concert grand Steinway piano with the enormous and beautiful rosewood legs. Brahms played on this type piano in 1878 in Vienna.

Hon. FREDERICK V. FOLLMER '06 United States Judge for the Middle District of Pennsylvania, was honored at a testimonial dinner in May by the members of the Bar and Bench of Northumberland County. In presenting him for the award, one of his friends on the bench referred to him as "A remarkable man who has been equal to every challenge, a fine lawyer and then a great judge, his learning and profound insight have richly earned for him the honor which we seek to express, but in truth it is he who honors us by the life he has lived and the example he has set."

Judge Follmer graduated from Bucknell in 1906 and earned his law degree at Harvard in 1909. He has been honored with degrees of Doctor of Civil Law from Bucknell University in 1956 and Doctor of Laws from Lycoming College in 1959. He was born in Milton. His mother was the former LIZZIE B. VORIS who graduated from the Bucknell Female Institute in 1875. His daughter, the former MARY ELIZABETH FOLLMER '45 is now Mrs. Robert E. LaCroix. His niece, the former PHOEBE FOLLMER '45 is now Mrs. John F. Bacon.

Word has been received of the death of Mrs. Joseph S. Reitz (ANNA HALFPENNY '99) a few weeks before her 87th birthday. She had attended the Emeritus Club festivities in 1965. Her father had been prothonotary of Union County for long years and her grandfather was owner of the Halfpenny Woolen Mills in Lewisburg.

Don't Forget
HOMECOMING
October 13 & 14

1908
CLASS REPORTER: Mrs. John H. Mathias (Margaret W. Pangburn), 202 St. Louis St., Lewisburg, Pa. 17837

ELSIE OWENS Long wrote on a card to our president, CHARLES NICELY, "was so glad to get your newsy letter. Am learning to walk on crutches but the going is slow. Am afraid my traveling days are over, but would like to come to our 60th reunion."

Here is a coincidence in numbers. Charles Nicely sent me this announcement for you: "June 1968 marks the 60th anniversary of the graduation of our class. We hope that each one of the sixty living members will arrange to attend our reunion in 1968."

I hear that OLIVE RICHARDS Landers who has spent many months in a wheelchair, is planning to go to Texas this summer. Lewisburg is closer than Texas--so we'll certainly expect to see her on the campus next June.

For myself--I've just finished my annual visit to brother (WEAVER PANGBURN '10) and his wife in Martha's Vineyard and plan to make, in August, another jaunt to Europe with my son (JAY MATHIAS '39) and his wife Margie. By the way, brother Weaver, while his wife is visiting a sister in India, will be making his headquarters with me this fall. You will undoubtedly find him in the cheering section of every Bucknell football game.

News has come from his daughter, Mrs. Grant Kingon, of the death of WILLIAM EDWIN PARSON on May 19, 1967. "Chief," as we knew him, was one of Bucknell's greatest athletes. He was also a musician, singing in a quartet, organized at Bucknell by PAUL STOLZ.

1910
CLASS REPORTER: Miss Mildred B. Cathers, 100 W. 33rd St., Apt. 6, Bayonne, N.J. 07002

With deep regret do we announce the death of EARL H. BOWMAN who passed away April 29 in the Allentown Hospital.

After graduation Earl was connected with his father in his electrical appliance firm and, after his father's death, succeeded him as head of the firm. A disastrous fire destroyed the building and most of the block in which it was situated. After that, Earl was connected with a large Allentown store where he was in charge of its electrical appliance department.

Earl had been retired for fourteen years, during which time he and Mrs. Bowman traveled extensively and also he continued to be a student of art and foreign languages. He was a charter member of the Christ Lutheran Church in Allentown and was a veteran of World War I serving with the Army

overseas. In college he was a member of Phi Gamma Delta.

To his wife, who is his only survivor, do his classmates extend sincere sympathy in her loss.

Several of our loyal class members attended and enjoyed the Emeritus Club meetings and dinner at June Commencement Weekend--JOHN BANK, GEORGE, Margaret, and Reg STREET, HOMER and MARG KRESGE, PHARES HERTZOG, GURNEY and Ethel SHOLL.

We also sadly note the death of HUGH D. KITTLE Sr., principal of Belleville, N.J. High School from 1935 until his retirement in 1963.

A Navy veteran of World War II, Hugh leaves his wife, Dorothy, and two sons and a daughter.

1913
CLASS REPORTER: Miss M. Delinda Potter, Center Hall, Pa. 16828

We are sorry to report the death of Dr. JOHN D. W. FETTER in Ithaca, N.Y., on May 7, 1967, after a short illness. After graduation, John earned his B.D. degree at Colgate Rochester Divinity School in 1916 and was awarded an honorary Doctor of Divinity degree by Bucknell in 1945. He went to Ithaca in 1916 and began his career by founding the Baptist Church student work, assisted by Mrs. Fetter, at Cornell University. By record of service and age, Dr. Fetter was the oldest University pastor in the American Baptist Convention and probably served the longest period of service of any Baptist minister engaged in University work. When he retired in 1956 he had served Cornell University for a period of 40 years. He, with his two Bucknell brothers, the late Dr. NEWTON C. FETTER '09 and Dr. GEORGE FETTER '10 have given a total of more than a century of student work on university campuses.

Class members present over the Commencement Weekend were MARWOOD GLOVER, A.M STETLER, ROBERT ROOKE, HAROLD SHAFFER, C. S. SANDERS, C. L. SANDERS, DELINDA POTTER, JAMES MCCLURE, H. G. PAWLING, Mrs. ANNE DREISBACH HENDERSON, and Mrs. EVA BROWN Shoemaker. Marwood was elected president of the Emeritus Club.

Charlie Sander's three grandchildren are attending colleges widely separated geographically. Judith Lee is a senior at Stanford University; Elizabeth Ann, a sophomore at Northwestern; William, a freshman at Princeton. These are the children of Charles L. Jr., a vice president and controller of the Paul Revere Life Ins. Co. of Worcester, Mass.

BERKELEY V. HASTINGS attended the Rotary International Convention in Nice, France the beginning of June.

BRIGHT BECK underwent an operation for cataracts in the Allentown Hospital the first week in June.

The Glovers flew to Chicago, Ill., the middle of May and returned in time for commencement and alumni affairs and Marwood made the presentation of Bob Rooke's picture in the brief ceremony held in the Meditation Room of the Chapel.

My first visit to the campus since the dedication of the Chapel was on June 3. I am sure that Bob's classmates are proud of the memorial that was given in honor of his parents. It is indeed priceless; a tour of the Chapel revealed that everything was in perfect order and the newness of it made it seem to me that it might have been finished only yesterday.

1914
CLASS REPORTER: Mrs. Harry B. Weaver (Dora R. Hamler), 348 Ridge Ave., New Kensington, Pa. 15068

Mr. and Mrs. WILLIAM S. REITZ (ETHEL GALLOWAY '15) celebrated their Golden Wedding Anniversary on May 9. They first met at the Bucknell College Girls' reception, and were married in Lewisburg. To Ethel we send our deepest sympathy on Bill's death, June 24, 1967. We all will remember him.

Commencement Weekend 1967 was ideal weather-wise and, for us of the Class of 1914, interesting in many ways. Thanks to the 1912 class, and especially, to the untiring efforts of MAZE CALLAHAN Houseknecht, a happy innovation occurred. We of Emeritus standing helped celebrate their 55th anniversary. A delicious dinner was served in the Pink Room of the Hotel Lewisburger. The dessert was rounded off with coconut cake baked by Maze. It need not be added it was eaten with relish, as are the cookies she places on the tables of a privileged few at Alumni luncheon time. After dinner a social hour, with all present introducing themselves, made the evening complete.

Saturday, many of us attended the luncheon in Davis Gymnasium and dined and reminisced happily with old friends of college days.

Commencement had a special meaning for the Weavers, as it had for several more of us. Our granddaughter received her diploma and her proud grandparents, as well as her parents, watched her, with mixed emotions, as she went forward to accept it. Just fifty-three short years ago, we too, were so privileged. The glow of this special commencement lingers on. We always look forward to a return to our Alma Mater on similar happy occasions.

Members of the Class of 1914 present at the 55th reunion of the Class of 1912 were: EDNA WHITTAM GLOVER, FRED SCHNURE, Dr. and Mrs. JOHN W. RICE and Mr. and Mrs. HARRY B. WEAVER, and Jesse Riley.

It is with sorrow we announce the death of our classmate W. STANLEY REITZ on Saturday, June 24, in his home on South Sixth Street, Lewisburg. Our sincere sympathy is extended to his wife, Ethel, and his son and family.

1915
CLASS REPORTER: Miss Marion R. Bancroft, R.D.2, Box 325, Altoona, Pa. 16601

I have just received a note from MAZE CALLAHAN Houseknecht listing the names of our classmates who attended the 1912's 55th Reunion together with the Emeritus Club June 2 at the Hotel Lewisburger ROMONA LENINGTON DAVIES, Mr. and Mrs. ALBERT J. CLARK, Mr. and Mrs. GEORGE IRLAND, MARGARET GRETZINGER English, CLAIR GROOVER, GEORGE HERN, and WILLMON KEISER.

Maze reports that they had a good party. She enclosed a note from IRA DUNKLE saying that he was not well enough to make the trip.

Some of you may remember my sister, Marguerite (Mrs. Richard S. Magee) who studied organ one semester at Bucknell while I was there. After an illness of seven months, she died on June 23.

1916
CLASS REPORTER: Dr. Eric A. Oesterle, 216-18th Avenue, N.E., St. Petersburg, Fla. 33704

At long last DON HAMAN '17 and I have gotten together. He took unto himself a second wife and came to St. Pete from Jupiter, Fla. to visit with her friends. That gave us a chance to catch up on 50 years of reminiscence. He looks hale and hearty.

MAZE CALLAHAN '12 confined herself to 52 words in a recent letter What's wrong with your volubility Maze? The one before that was six pages. I sent that one around Cape Horn for the "good of the order." It was good to find that ETHEL H. RILEY, DOROTHY B. SCHNURE, MARTHA PARK Whitman, JOHN CONWAY and SHAILER VENTRES of our class were at the Emeritus Club. Maze, you ought to know that COLEMAN HARRIS '12 has his head so deep in his collection of names for his directory that he hardly comes up for air. That's the reason you never had a word from him. SAM DAVENPORT replied to his Emeritus Club invitation as follows: "I will be in Charlottesville, Va. at the university that day, to attend my 40th medical school reunion and lead the procession."

FREDERICK BENTLEY IGLER '12 wrote to us following the commencement. He really wrote to Helen even though the saluation was to me. Helen used to be his watch dog in the old Sem days, reserving a trysting seat for Tiny Clum and him when they called that sport "fussing."

Following that, Helen used to get the same location for ourselves. Lord o' mercy how the habits of young people have changed since those days of long skirts and flopping hats. Fred had just finished a stint at being chaplain for Rutgers University's Camden campus.

We are making EARL PEDIGO '17 our speaker at the Alumni Club's November meeting. He was made the president of his class at the 50th for another five years after having served in that capacity for 40 years. His wife Anne described their days in Lewisburg for the commencement and reunion as "17 gala days--dinners, parties, etc. Like an enthusiastic old home week." They were not through with galavantin' but moved on to Pittsburgh where it was Anne's turn to take part in the Eastern Star Convention. With that they went to Wyalusing to live a normal existence.

DOT BUNNELL SCHNURE attended the Emeritus Club meeting and thoroughly enjoyed it. She visited with RAMONA LENINGTON DAVIES. She got a kick out of chatting with RUBY STUCK O'LEARY. MARTHA PARK Whitman was on hand. JOHN CONWAY kept his attendance record at commencement unblemished by putting in his appearance as an Emeritus. BRUCE BUTT was ambling about. Dot says SHAILER VENTRES spends the summer at a Scout Camp near them in New Jersey. VERNA NOLL, despite her broken bones, looked fine and was another of our class to enjoy the Club. PEG WEDDELL BRANDON was much in evidence with her charm. Dot had a real thrill in accepting HAROLD GIFFIN's medallion in his absence. Remember MANDY WHITAKER Gray '17 and OLIVE MOORE '17? Dot chatted with both of them. I remember Mandy well. She and a skirt by the name of LEVEGOOD (EMMA KATHRYN '18) used to pair up and set the SAEs agog as they passed the house. Olive I remember as a South Jersey girl who lived at Shiloh.

Our MARY ELLEN OESTERLE Haw '42 missed her 25th but Dot's FREDERICK SCHNURE '42 was able to make it. Mary Ellen's daughter needed her attention as she convalesces from a serious "staph" infection which lodged in her hip and kept her in a cast for 17 weeks.

1918
CLASS REPORTER: Mrs. Layton E. King, 328 Sixth St., S.E., Washington, D. C. 20003

Please, all of you, remember that the coming year is our reunion year--the big one--and our only 50th.

Life for me goes on here in Washington, and I have enjoyed living here. We have a small, comfortable, air-conditioned house, within sight of the Capitol, and with stores, library, post office, within walking distance. I have spent most of the summer on my own, with Neffie, our Abysinnian cat, as my companion. Mary Elizabeth has been visiting museums from one end of the country to the other, doing research. She leaves for Mitla, Mexico, about August 1, for a month, and I am going along on that jaunt. She will be doing some work, and I will be seeing the country and enjoying the sights.

1919
CLASS REPORTER: Mr. Harry H. Angel 2051-2 Westfield Terrace, Bethlehem, Pa. 18018

I have received a note from ELINOR HYATT Schoen upon her return from Florida. Her home is at White Point Farm, South Harpswell, Maine, 04079. She is aware that quite a few Bucknellians are in her area in the winter, and she and her husband would be glad to see any old friends who might be nearby. They are at 2 Sunset Lane, Pompano Beach, from late October until early May.

Mrs. Martin G. Skavish (JEAN FLANAGAN) of 841 California Ave., Pittsburgh, 15202, writes that she accompanied her husband Martin on a three-month business trip to Bolivia last fall. Her husband was assigned to a project to assist in reorganizing the Banco Nacional de Bolivia. Most of the three months sojourn was spent in La Paz, the capital. Living at an altitude of 12,500 ft. among a colorful population of 50% Indian, 35% of half Indian and half Spanish, with the balance Spanish and foreign, being surprised at the way some people must live and taking exciting plane rides over the Andes certainly contributed to the trip. Jean stated that they were appalled at the gap between the "haves" and "have nots." The U.S. is doing a big job in rendering assistance to Bolivia through several agencies.

THOMAS ORCHARD of 73 Sea View Ave., Providence, R.I., 02905, lives on Pawtuxet Neck on Narragansett Bay, about six miles south of Providence. He is enjoying his retirement by sailing, doing some volunteer church work, taking drives along the beautiful shores of Rhode Island, and puttering around the house.

Your class reporter attended part of the recent commencement at Bucknell. Saw HELEN HOFFA, GEORGE KUNKEL, Mrs. A. A. Owen, Jr. (ELIZABETH SPYKER) and CY MORGAN who started out with our class.

1920
CLASS REPORTER: Mrs. Paul L. Miller, Apt. 822 Coral Ridge Towers North, 3200 N.E. 36th St., Fort Lauderdale, Fla. 33308

A note from MORRIS HOOVEN welcomed us at our new address. We are fast becoming Floridians, enjoying the sunshine, and recently rain. Just now preparing the apartment for the hurricane season, as we leave for Arkansas to visit my brother and attend my niece's wedding out there.

Good news concerning ANDY MATHIESON's cataract operations. At last report he was recovering very well. We look forward to seeing them when they return to Pompano in the fall.

While calling on the EVAN ROSSES '22 we learned STEVE and DOROTHY DIMLICH have a new grandchild.

LOU SIPLEY '18 ScM '20 sent an interesting booklet, which he had compiled on the Netherlands Society of Philadelphia. A busy man, he is president of the Society and a director of The American Museum of Photography. Last October he attended the international photo fair at Cologne, Germany. Lou mentioned his sister, MARGARET (HARSH), whose husband died a couple of years ago. She divides her time between Lancaster and Hammonton, N.J.

Do you realize our 50th reunion is creeping up on us?

1922
CLASS REPORTER: Mr. E. Willis Ross, 1421 S.E. Fourth Court, Deerfield Beach, Fla. 33441

WILLIAM W. "TINY" PARRY, the only man in our class to wear two pairs of shoes at the same time in our SATC days, was honored in Lebanon last February in recognition of service he has rendered to athletics in particular and the city and county in general over a 45-year span. And not only that, but the House of Representatives of the Commonwealth of Pennsylvania at the same time adopted a resolution congratulating him for his life-long devotion and efforts as executive sports editor of the LEBANON DAILY NEWS. The testimonial dinner program was arranged by the Central Chapter of the Pennsylvania Sports Hall of Fame.

The forty-fifth reunion of our class was highlighted by the reunion banquet held at the Watsontown Inn on June 2nd. In attendance were 51 members and guests. Although your reporter was not able to be present, all reports indicated that everyone had an enjoyable evening. SUE PLUMMER O'Niel and CARMAULT JACKSON again did an excellent job in preparing the reunion book and it contains responses by letter from 57 members of the class.

In a recent letter from Buck Shott, a copy of a letter received by the Alumni Office from JOE FITZPATRICK of our class was enclosed. It was received too late to be included in the reunion book. Joe is now living at 1515 Beloit Ave., West Los Angeles, Calif. and has had a colorful career. His work was primarily in the sales-marketing field both in Detroit and Los Angeles. At present, he is

engaged in the rental and management of apartments. He is still interested in music and entertainment and served several years as president of the West Los Angeles Mask and Wig Club.

1923
CLASS REPORTER: Mrs. LeRoy Frontz, Allenwood, Pa. 17810

Would you believe it, classmates, it's approaching that time again. That's right, our 45th! So start thinking about it (and accepting it). Reminders, information and requests for information will, in due time, be coming your way.

1924
CLASS REPORTER: Mrs. Paul J. Cupp, 933 Muirfield Road, Bryn Mawr, Pa. 19010 (See end of Classnotes.)

Dr. G. MERRILL LENOX has announced his resignation, to take effect not later than December, 1967, as executive director of the Metropolitan Detroit Council of Churches. Merrill has served 20 exciting years in Detroit and has been involved in many activities outside of the Council work and plans to move promptly into another position either in the Detroit area or elsewhere by January, 1968. Under his leadership the Council has added many activities to its program.

A card from Doug and PEGGY EVERITT Lathrop, sent from Santa Maria, Calif. tells us of an enjoyable motor trip across the United States last April.

EMILE COENE, Jr. took time from a busy daily schedule to answer our letter. (How very much we hope that others in our class will follow his example! Floss and I do like to write letters but it is even more fun to receive them.) Emile's company, the Fowler Engineering Company, was established in 1951. His civic and personal activities include school director, church elder, bank vice president, Rotarian, Mason, trout fishing and hunting, and foreign travel with wife Edith. (We remember Edith as the Columbia University student he dated while at Bucknell and later married after he graduated from Yale.)

Briar Patch Road or Turtle Beach Road are not the tracks for the hare and tortoise races but the Rochester and N. Palm Beach addresses of ALICE RUHL De La Cour. She and husband Carl have traveled extensively in America and Europe the past eight years. They have a daughter in Rochester and a son in San Francisco.

Eligible to retire, but still interested in teaching, MYRTLE SHARP Lewis (and her 85-year-old mother) live in Audubon, N.J. Her two daughters and three granddaughters live nearby. Recent Bucknell contacts included lunch with FLORENCE PRATT Miller '25, MID HOUSEMAN Shaffer and Peg Weidenhamer Clark.

A clipping from the Union County Journal (sent by RUTH WEIDENHAMER Armstrong) tells of the Civic Club benefit tour which featured visits to eight fine old houses--one 1791. Mrs. Charles Lindig was chairman of the tour. A homey picture of CHARLES LINDIG stoking the fire in the restored kitchen of their 1844 home brought memories of Lewisburg's many historic buildings.

The trite "small world" proved true when a chance remark disclosed that FLOSS ANDERSON'S DAR Regent is the great granddaughter of one of Bucknell's founders-Eugenio Kincaid, and the granddaughter of Margaret Ann Russell who rowed across the Susquehanna to attend classes and later taught at the "six-sided" school near Montandon.

A fine interesting, newsy, friendly letter from MARY LAPE Horner brings news which many of Mary's friends will enjoy reading: "Had a grand two weeks vacation visiting daughter Betty and her husband in Florida. He teaches in the Senior High School at Pompano Beach. My 14-year-old granddaughter (one of our 15 grandchildren) went along. This trip marked three firsts for Grandma! My first jet flight, first trip to Florida and first attack of "mal de mer" while on a fishing trip in the ocean! . . . Health permitting, I hope to keep on with my teaching." (Note to Mary: You may continue teaching, but please do not let it interfere with plans for returning to Bucknell for our next reunion. We missed you at the last one!)

ROLAND HUDSON has advised us that after 18 years and nine months as pastor of Calvary Baptist Church in Norristown, and after 40 years in the Christian ministry, he has retired. On August 1, he and Mildred moved into their "dream home" on Cape Cod--53 Stafford Circle, Dennisport, Mass. 02639; their winters will be spent in Florida. They have two daughters who have also graduated from Bucknell. MARJORIE '46, living in California, is married to BILL BOND whose father is a retired Bucknell professor, Dr. Charles Bond. Daughter GRACE '47 and her husband Arthur Ahlin live in Orlando, Fla.

1926
CLASS REPORTER: Miss Anna L. Brown, 45 Wildwood Ave., Pitman, N.J. 08071

MARY HARRAR was awarded a citation of appreciation, signed by the mayor of New York City, when she retired from the staff of the New York City Department of Welfare in 1966, after 33 years of service. After a trip to California to visit relatives, Mary has returned to "retirement" activities which include the publication of several children's books. She is also working on a book of puzzles and a book of quizzes for later publication and she continues with her painting of oils with about 35 to her credit thus far. She continues to reside at 315 W. 87th St., New York, N.Y. 10024.

For the 22nd time (in 22 years) Dr. L. DOUGLAS MEREDITH served as toastmaster to more than 200 persons who breakfasted in Galveston, Texas, when the Texas Mortgage Bankers Association met there last May. The traditional menu was Texas grapefruit, pancakes, Vermont maple syrup, sausages, bacon, and coffee. Meredith received an unusual tribute with the presentation of a plaque, "In appreciation of his years of loyalty, unselfish service and devotion." Meredith continues to serve as vice chairman of the Board and chief financial officer of National Life Insurance Company of Vermont. He entered Bucknell with our class, later transferred to Syracuse where he graduated with an A.B. cum laude in 1926, followed by an M.A. from Syracuse in 1927 and a Ph.D. from Yale in 1933. He also serves on the Board of Trustees at Syracuse University, Middlebury College and Keystone Junior College.

1927
CLASS REPORTER: Mr. Clyde L. Roller, 1319 North 2nd Street, Harrisburg, Pa. 17102

FRANCES M. HARRIS has been re-elected treasurer of the Bucknell Alumni Club of Southern New Jersey.

1928
CLASS REPORTER: Mrs. Robert W. Dill, 721 Sandy Street, Tremont Terr. 216, Norristown, Pa. 19401

Life and expenses are the same everywhere, as I discovered, having just returned from a two weeks visit to my brother in Sunnyvale, Calif. One of the highlights of my visit was a trip to the Stanford University campus and the Stanford Memorial Church with its beautiful mosaics and stained glass windows. It is non-demoninational and serves the University. The exquisite mosaics of Venetian origin are the striking features of the church, the most outstanding being "The Sermon on the Mount" on the facade and a reproduction of Cosimo Roselli's "Last Supper" behind the altar. The University grounds and buildings are interesting to compare with our eastern universities.

Before leaving, I had a Lutheran resource sheet sent me and discovered DON STREETER is a member of the New Jersey Synod Evangelism Committee and his concise directions for Congregational work is "tops". Thanks, Don. (A big help to me.) Don has been active in the New Jersey Synod for some time.

While serving supper at the Lutheran Home's Donation Day, I chatted with DICK PEDEN's wife,

Ruth, and learned Dick is still doing a little part time work but mostly lazing around, playing golf and taking home movies. They were in Florida this winter and also visited daughter Diane in Indianapolis, whose husband is in the United States Army Finance School.

1929
CLASS REPORTER: Miss Thelma J. Showalter, 425 Market Street, Mifflinburg, Pa. 17844

HOWARD G. KULP, Jr., Esq., of 115 Gill Rd., Haddonfield, N.J., has been elected president of the Bucknell Alumni Club of Southern New Jersey.

ROBERT L. LYON, critic-at-large of The Leader at Corning, N.Y., and writer for other publications, spent the month of May in New York City, where he and Mrs. Lyon attended 23 ballet performances in 28 days. They were presented by Britain's Royal Ballet and the American Ballet Theatre in competing seasons at Lincoln Center of the Performing Arts, and by Manhattan Festival Ballet, an experimental chamber dance group in Greenwich Village. As reported in the May Alumnus, Bob Lyon has taken an early retirement from daily journalism to devote time to authorship. However, he is continuing his newspaper column of drama-music-dance reviews.

1930
CLASS REPORTER: Mrs. Earle H. Meredith, 303 South Main St., Jersey Shore, Pa. 17740

It has been a long time since 1930 and our class left Bucknell. It had been "home" for many of our formative years and to many it was with a feeling of nostalgia that we left those "Ivy-covered Halls"! Have you paid Bucknell a visit in the past five years? If not, do take time (even if it means going out of your way) to see the beautiful campus as it is today. There will be moments when you will say, "How could things ever change this much?" However, many of the landmarks that you and I remember so well are still there. The beauty of the new is breathtaking. Go into Rooke Chapel and pause for a few moments, reflect and let your mind take you back to chapel at Old Main! Remember Freshman Week and the antics we put over in the quadrangle? The flood of memory will really fill your soul with a justification that all is well"!

I had a delightful letter from DAVIS JOHNSON, Jr., district manager of the Metropolitan Life Insurance Company. His address is 404 Seneca St., West Seneca, N.Y. 14224. Surprise Davis with a pop in call if you are in his vicinity. This month of June was a memorable one for Davis and Esther, as son Scott was graduated from Dickinson Law School and son DICK attended his tenth class reunion at Bucknell. Davis and Esther are the proud grandparents of two and there is nothing more exciting than two grandchildren (unless it is more and more!!).

In a recent letter from REBA DECKER Hartman, (who is feeling fine after her seige in the hospital), she tells me that PEG SCHUYLER Augestine's husband and son spent a nite with the Hartmans in June. They had driven into Ohio for Peter's graduation. Peg, how about planning ahead for that reunion in 1970!

1931
CLASS REPORTER: (unassigned)

Last June OLIVE B. BARR was awarded a certificate for 15 years of service with the Continuing Education department of the Pennsylvania State University. Actually, Olive completed 15 years of service way back in 1957 and will soon be eligible for a 25-year certificate. Anyway, we thank her for her fine years of service in helping to make better automobile drivers out of all of us. She continues to serve faithfully as an assistant class fund manager for our class.

1932
CLASS REPORTER: Mr. Ellis F. Hull, 11 Broad St., Allentown, N.J. 08501

WILLIAM H. WOOD, Esq. has been elected vice president of the Bucknell Alumni Club of Harrisburg.

1933
CLASS REPORTER: Mrs. Franklin H. Cook, 325 West Park Ave., State College, Pa. 16801

JOSEPH S. BELLMEYER, after 35 years in business, is changing directions. From the time of his graduation he spent 8 years with S. H. Kress & Co. and then, in 1941, joined International Latex Corporation serving increasingly responsible positions in Dover, Delaware; Port Glasgow, Scotland; Arnprior, Ontario, Canada. This summer he became "Joe College" again, studying at Queens University, Kingston, Ontario. In September, he will begin teaching in Arnprior High School the grade 13 subjects of English and Business Management.

Mrs. B. PAUL HERITAGE (MARY D. BELL) has been elected secretary of the Bucknell Alumni Club of Southern New Jersey.

MARY REEDER DeHotman became a widow in March 1967, and we extend the sincere sympathies of the class to her and her children. She can be proud of their achievement for the oldest, Deane, received his Wings of Gold last spring; Jill is an R.N. at Bellevue Hospital, New York; Nancy is a teacher in Toms River, N.J.; Edward is serving aboard the U.S.S. Avion; and Sally is employed by Bro-Dart Industries. Mary continues to reside at 717 Diamond St., Williamsport 17701.

Mrs. Harold R. Miller (MURIEL MARSHALL), organist choirmaster at St. Paul's Episcopal Church, Bloomsburg, for the past twelve years, is the first out-of-town dean to be elected by the Williamsport Chapter of the American Guild of Organists. She has held the office of sub-dean for two years and has been a member of the executive board for five years. In addition to her musical career, Muriel is active in community affairs, having served as president of the Bloomsburg Branch of the American Association of University Women and chairman of Kirkbride Volunteers for the County Mental Health Association.

ROBERT N. COOK, professor of law at the University of Cincinnati, is a leader in promoting CULDATA, a comprehensive uniform land data system. By use of a national grid system adapted for Electronic Data Equipment, buyers of land, bankers, planners, city and state officials will be able to find all pertinent information about a parcel of land anywhere in the United States under such classifications as: land use, soils, topographical data, buildings, tax title, zoning, geological data, and easements. In December 1966, Professor Cook organized a Tri-State Conference to discuss CULDATA with government officials, engineers, lawyers, and teachers.

1934
CLASS REPORTER: Mrs. J. Leland Fox, 201 Pennsylvania Ave., Seaford, Del. 19973

Prof. ROBERT B. CUTLER, chairman of the department of music at Lehigh University is now on a leave of absence and will spend the next 10 months in travels throughout the United States and Europe on visits to musical organizations and festivals. Bob, who also directs the Glee Club and is university organist, has toured with the Lehigh Chorus in the U.S. and Puerto Rico for combined concerts with choruses of several women's colleges. He also has given recitals as an organist and vocalist and has served as a guest conductor at a number of musical events.

1935
CLASS REPORTER: Mrs. Paul J. Deschanel, 208 Dickinson Ave., Swarthmore, Pa. 19081

A new honor has come to Mrs. Ronald V. Wells (PATRICIA WOODBURNE) by being elected chairman of literature of the American Baptist Women at the American Baptist Convention in Pittsburgh last May. Pat is the wife of Dr. Ronald V. Wells, president of Crozer Seminary, and is involved in all of the varied activities of faculty wives. How she does all of these things while taking care of her mother who is nearly 90 is amazing. The Wells have two

sons, David who earned his M.D. at McGill this year and Robert who is a Ph.D. candidate at Princeton.

1936
CLASS REPORTER: Mrs. Harry T. Shaub, 416 S. Scott Ave., Glenolden, Pa. 19036

The campus was lovely as ever on Commencement Weekend. The arrangement of tents for class reunions was used again this year and there were many familiar faces among the reuning Class of 1937. The members of '36 having returned last year were scarce this June. I did see CHICK GWYNNE at the luncheon.

Many Alumni attended the Crozer Seminary Centennial dinner held in May. I had a chat with 37's BOB CARTER, now Dr. Carter, who as president of Slippery Rock State College, represented his school at the festivities. WALTER MORRIS was representing Goucher College where he is teaching. Other Bucknellians of our "era" attending the dinner were TONY VASQUEZ '37 pastor of St. John's Baptist Church, Philadelphia and PAT WOODBURNE Wells '35, wife of Crozer's president.

In June, I was invited to attend a dinner for a number of Alumni in my local area to hear of proposed plans for future campus development. DAN GRIFFITH chaired the meeting. Representing '37 were HELEN MORGAN GRIFFITH and TONY VASQUEZ. Dr. BILL BOGER '34 joined in the reminiscences about the "old days."

Watch for notice of Homecoming and plan to return to the campus in October.

1937
CLASS REPORTER: Mrs. Paull W. Ziegler, 12 W. Garrison Rd., Parkside, Chester, Pa. 19015

Mrs. Byron S. Lane (M. CONSTANCE SEELY) received her Master of Library Science Degree from Rutgers University in June. She is a librarian at the Rutherford (N.J.) Public Library. Constance's husband died four years ago and she and her two children, Christopher and Victoria, live at 39 Walnut St., Rutherford, N.J.

Another leisurely vacation gone--hope yours was leisurely. Our thirtieth reunion was a pleasant way to start the summer. Some afterthoughts . . .

The pre-med and biology majors were well represented. In addition to Drs. FOLTZ, SHOLL and WEIGHTMAN, we had BETTY WRAY, CATHERINE SCHATZ Trutt and MARGARET BUTCHKO Wilson, who are medical technicians. SIDNEY SIMON and Judge TOM WOOD represented the barristers of the class. . .GIRDIE BREINLINGER Ingold has changed so little! Looks very much as she did in '37. . . Some people had traveled quite a distance. GEORGE and ELOISE MARSHALL came from Florida; REG MERRIDEW came from Wilamette, Ill. From the Philadelphia area came HERB WATSON, CHARLIE VOGEL, EDITH GRIESINGER ROHDE, TONY VASQUEZ and TOM CAREY. Some of the up-staters, who had very little traveling to do, were SIG STOLER, WILLARD ZIMMERMAN, LEIGH HERMAN, RAY GREEN and HELEN WALTERS BALTZER.

On Saturday we were joined by TOMMY RICHARDS, PEG KEYS Carncross and ELLEN GRONEMEYER Taxis. So good to see you all, spouses included.

We heard that Dean Amelia Clark, who was dean of women when we were on the campus, is now retired and living in Florida. She had returned to the campus in recent years to serve as a fraternity housemother.

Do you have your copy of the reunion book? the class picture? Both may be obtained from the Alumni Office.

We cannot let this opportunity pass without saluting that swingin' Class of '42. How could we miss them in those blue and white striped blazers? Their large turnout and their generous gift to the University deserves applause. At the luncheon they announced a gift of $7000.00 and returns were still coming in! Congratulations to '42!

We Zieglers "did" Florida on our vacation, and I hope to have some news from some of the Floridians in the class in the next column. We stopped twice in Homestead, Fla., for lunch and stayed overnight in Ocala. When we came home and I had a chance to check on addresses, I discovered JEAN ROSER GRIFFEY lives in Homestead, while MARJ DIRLAM THOMPSON is in Ocala. Small world.

Better write and let us know about your doings or you are going to hear all about our trip to Florida.

1938
CLASS REPORTER: Mrs. George M. Jacobs, 164 North Pioneer Ave., Shavertown, Pa. 18708

CHARLES F. HENSLEY has been appointed principal of Coughlin High School in Wilkes-Barre. He graduated from Bloomsburg State College in 1933 and earned his master's degree with our Class of 1938. He has been a teacher and administrative official in the Wilkes-Barre schools since 1933.

You probably already know who has been selected as Miss America for 1967, but did you know that Sue Baldwin, daughter of Mr. and Mrs. MASON BALDWIN, was selected Miss Sarasota in the preliminary competition in Florida? Mason, who had long been associated with the Miss Florida pageant insists there were no politics involved--Sue is just a beautiful girl, presently attending Manatee Junior College and displayed all of the talent and beauty requirements for the contest.

REMEMBER: JUNE IS REUNION!

1940
CLASS REPORTER: Mrs. James Miller, 1492 Colfax Avenue, Benton Harbor, Mich. 49022

June 4, 1967 was the big day for those with a son or daughter graduating from Bucknell. One particularly proud set of parents was JEANNE (ROLFE) and HARRY WENNER, whose son DICK is a third-generation Bucknellian.

BOB MAGUIRE was a delegate from the Montgomery County Teachers' Association to the Maryland State Teachers Institute at Camp Louise, Cascade, Md., June 2-4.

The latest scholarly work of MARY MCCLELLAND Lago is the guest editorship of the University of Chicago quarterly, Mahfil: A Quarterly of South Asian Literature. A feature story on Mary's translation of the works of Rabindranath Tagore appeared in the March 1966 Alumnus. She spent August in England on a grant from the American Philosophical Society for her work on an edition of the correspondence between Sir William Rothenstein and Tagore. Mary returned this month to teaching duties at the University of Missouri.

1941
CLASS REPORTER: Mrs. Chester T. Winters, 945 Valley Forge Road, Wayne, Pa. 19087

JOHN M. HUSTLER has been moving around for DuPont since our last report in 1962. After serving in Parlin, N.J., and Towanda, he has become manager of accounting and business analyst for the Photo Products Department of DuPont. He and his family live at 1421 Jan Dr., Wilmington, Del.

GEORGE L. NARBER spent a busy three weeks last spring taking a crash course in German at the Berlitz School in Philadelphia in preparation for his new assignment as controller of Armstrong Cork International GmbH, the German subsidiary of Armstrong Cork Company. George has been with the company since graduation, except for military service, and has held increasingly important assignments in Florida, New Jersey and Pennsylvani prior to his assignment in West Germany.

At our 25th reunion weekend a year ago, many of us wondered aloud just how many graduates there were in our class. We've been turning out closets around here this summer, and I found a scrapbook full of college memories, including a program of "The Ninety-first Annual Commencement, Monday, June 9, 1941. For the eight undergraduate degrees there are 236 names listed, with 28 names for the three graduate degrees. I have no program for the summer commencement, but I know tha more members of the class were grad uated then.

Do you remember that program? We had two addresses: "What Ought Life to Mean in These Times?", by

Dr. Rufus M. Jones; and "Graduating from College into a World at War," by Admiral Harold R. Stark. Our baccalaureate address the morning before had been given by our beloved Dr. Marts, "Under Three Flags." Do you have your copies of the latter two speeches tucked away somewhere?

Today the Alumni Office list numbers some 329 members of the class, including, of course, many names of those who started college with us but never were graduated.

Last June, several of our children became loyal Bucknell Alumni, and we are happy to greet them here: THOMAS WOODWARD CANN,III, JANICE MAE GLOVER, ALICE JANE HART2ELL and WILLIAM THEODORE KRESGE, Jr.

1944
CLASS REPORTER: Mrs. Robert F. Baker, R.D. 1, Lindy's Lake, Butler, N.J. 07405

We saw BOB '42 and CAROL SPROUL WHITEHEAD at commencement. Their daughter ANN '67 was awarded her diploma in a wheelchair, having had the misfortune to fracture both legs in a skiing accident. Bob was a trifle on the busy side trying to make like a parent and still not miss the activities of his class, the silver anniversary group--and quite a group it was. We have much to live up to in '69.

Our BOB '67 received his degree, too, (B.S. in chemical engineering) and is with Humble in Pelham, N.Y.

A call from MARY LEWIS STRITTMATTER brought us up to date on herself, KEN '42 and the children. Jere was about to go for his B.U. interview. Mal's still manager of a book and gift ship in York.

Although very belated, our sympathy to AMY STEVENSON BOND and the children. We did not learn of Charlie's (Dr. CHAS. F. BOND '42) death until a short while ago.

Congratulations to HANK PUFF on his election to the Alumni Board of Directors.

1945
CLASS REPORTER: Mrs. Fay H. Smith, 840 South Columbia Ave., Springfield, Ill. 62704

G. ALAIN VITRAY of 617 John Marshall Dr., Vienna, Va., had been elected president of the Bucknell Alumni Club of Washington, D.C., before his untimely death on June 24, 1967.

1946
CLASS REPORTER: Mrs. Leland C. Ewing, 151 Midland Avenue, Tarrytown, N.Y. 10591

Dr. HAROLD I. HINKELMAN, chairman of the department of economics and business administration at Ithaca college, Ithaca, N.Y., has recently been promoted to professor of accounting.

VINCENT J. MCCOOLA who earned his master's degree in 1946 and who has held various responsible positions with the Commonwealth of Pennsylvania, became advisor for higher education in the Department of Public Instruction of the Commonwealth last February.

1947
CLASS REPORTER: Mrs. Herbert Goldman, 370 Holland Lane, Englewood, N.J. 07631

Mrs. HOMER O. PURSLEY (DONNA MCNEAL) was elected assistant secretary of the Bucknell Alumni Club of Harrisburg.

GIRARD W. RUDOLPH has been re-elected treasurer of the Bucknell Alumni Club of Connecticut.

Dr. ROBERT J. STEAMER, chairman of the department of government at Lake Forest College, Lake Forest, Ill., received a Lilly Foundation grant for summer study. Bob planned to complete the research on his new book in Washington, D.C., where he will take a closer look at his subject, "The Supreme Court and Congress: A History of Conflict."

C. A. PULIAFICO has been appointed chief electrical engineer in the design engineering department of Dravo Corporation's Machinery Division. Formerly assistant chief design engineer in the department, he joined the firm in 1950. Dravo's Machinery Division designs and builds such facilities as iron ore pelletizing plants, basic oxygen steelmaking plants, vacuum degassing installations and power plants.

1948
CLASS REPORTER: Mrs. James A. Brown, 410 Sherman Avenue, Roselle Park, N.J. 07204

CLINT MARANTZ continues his interest in the performing arts. His latest activity has been as director of the Performing Arts Curriculum Enrichment (PACE) Project for the schools of Huntington, L.I. More than a million dollars is being sought by township schools to bring professional performers in drama, art, dance, and music into the classrooms on a part-time instruction basis.

At long last we have received word from EILEEN BEALE Teevan from their home in Roslyn Heights, N.Y. Eileen completed her M.S. in education at Hofstra University in January of 1960. She taught briefly at the 5th grade level in Brooklyn, N.Y., but didn't get enough of it. She plans to go back to teaching some time this year. Always very active in community affairs, Eileen has taken on the chore of publicity chairman of the Long Island Little Orchestra Society Community and recently served as chairman of the Herald Tribune Fresh Air Fund Drive. The Teevans also have four children to keep them busy.

REMEMBER: JUNE IS REUNION!

1949
CLASS REPORTER: Mrs. Thomas A. Frazier, 730 Belmont Ave., Williamsport, Pa. 17701

RICHARD ENGLISH, vice president of the Central Home Trust Company and head of its mortigage department, has been elected to the board of trustees of Elizabeth (N.J.) General Hospital. He lives with his wife and two daughters at 579 Hillside Ave., Mountainside, N.J. 07092. Dick entered Bucknell with the Class of 1946, but military service delayed his graduation until 1949.

EDWARD M. GLOVER of 25 Berkshire Lane, Lincolnshire, Deerfield, Ill., has been elected president of the Bucknell Alumni Club of Chicago.

Dr. HENRY J. GATSKI, who received his master's degree with our class and later earned a Doctor of Education degree at Penn State University, has been appointed by the Department of Public Instruction of the Commonwealth of Pennsylvania to be area curriculum coordinator in a five-county area in Northeastern Pennsylvania.

ROBERT L. YERGER of Mt. Pleasant Mills has been named supervising principal of the Middleburg Joint School System. He is active in church, civic and educational affairs of his community.

ROBERT TODD PRATT of 81 Sylvan Rd., Needham, Mass., has been elected president of the Bucknell Alumni Club of Boston.

WILLIAM W. WHITE has moved to the Boston area where he is now serving as editor of the West Edition of The Patriot Ledger of Norwood, Mass.

Did you know that one-third of the staff of the American Consulate General in Curacao are Bucknell graduates? Yep, both MARION E. MAYFIELD and WENDY ANNE SIDENER '65 are on the staff.

LYNN M. CLARK, superintendent of schools in Westfield, Mass., participated in a national seminar for the development of educational activities held in Honolulu in July. The seminars were sponsored by the Charles F. Kettering Foundation.

RAYMOND E. SHOOK, Jr. has been named general sales manager at Sprout Waldron in Muncy. He lives at R.D.3, Muncy, 17756.

1950
CLASS REPORTER: Mrs. Myron C. Yocum, Jr., 158 West Valley View Drive, Exton, Pa. 19341

ANDREW W. MATHIESON has been elected a vice president and governor of T. Mellon & Sons, the large investment management firm of Pittsburgh. He has been a staff advisor at the firm's office in Pittsburgh since 1963 and also serves as a director of Koppers Co. Inc., and director of the General Reinsurance Corp. and subsidiaries. "Drew" was also selected as the

president of the General Alumni Association at its meetings held on the campus Reunion Weekend.

THOMAS W. ISZARD, formerly with Corning Glass, has become a senior engineer for Sylvania Electric Products, Inc. He and his wife, Dorris, and their four children live at 302 Poplar St., Towanda, 18845.

JAMES E. STUMBAUGH of 716 St. Clair St., Latrobe, has been promoted to manager of engineering at VASCO, a Teledyne Company. He has been with the company since 1953 and is now responsible for engineering, maintenance and construction for all plants operated by the company. His wife is the former Dianne Parker and they are the parents of three children.

CHARLES E. WALSH, III, has been elected vice president of the Bucknell Alumni Club of Chicago.

LESTER L. MURRAY has been named general manager of production and engineering at Sprout-Waldron in Muncy. He lives at 803 Mulberry St., Montoursville, 17754.

An interesting report of the activities of Mrs. Thomas P. Goodman (SARA LOUISE KRINER) was received at Alumni Headquarters in March. Since the death of her husband in 1964, Sara has become editorial assistant to the assistant dean of the School of Education, Northwestern University, working on a teacher education project funded by Carnegie Corporation. Known as the Tutorial and Clinical Program in Teacher Education, this project is a pilot program which is being closely observed by universities all over the country. Dr. James Bryant Conant, former president of Harvard, is one of the consultants for this program. In March, Sara, with her daughter (Ann) and her parents, Mr. and Mrs. CLARENCE M. KRINER (Henrietta Heinzling '17) vacationed in Phoenix, Ariz., where they visited her cousin, Mrs. RUTH LOWTHER Miller '40.

ROY W. STIGER has been appointed chief product engineer for the pulp refiner division with Sprout, Waldron, and Co., Inc. His primary responsibility will be to manage their six major product engineering groups.

SAMUEL C. RANCK, Esq. has been appointed second assistant district attorney of Northumberland County. He formerly was an associate of Michael Kivko, now president judge of the Northumberland County Court, and continues to serve as solicitor for the borough of Milton. He and his wife and three children reside at 803 N. Front St., Milton 17847.

Corning Glass Works has promoted JOE MUCCIGROSSO to director of facilities services in its Facilities Division.

DAVID M. TROUT, Jr. of 23 Sandra Dr., Branford, Conn., has been re-elected president of the Bucknell Alumni Club of Connecticut.

JEAN MARIE WHITE continues to be recognized for her achievements in newspaper writing. In May she was presented with the Catherine L. O'Brien Award for "achievement in women's-interest newspaper reporting." The award carries with it a cash prize and the right to nominate a journalism student for a $1000 college journalism scholarship. Jean won her award for one story in a five-part series dealing with the world's population explosion.

Busy as she is with her writing duties, Jean has found time to serve as secretary of our Bucknell Alumni Club of Washington where she is on the staff of the Washington Post.

1951
CLASS REPORTER: Mrs. John T. Nixon, 2009 Pulaski Road, New Castle, Pa. 16101

Congratulations to ALAN C. DAVIS who has taken another step upward, this time as division chief, Community Resources and Planning of the Intermountain Regional Medical Program in Salt Lake City. He continues to have very close ties with the University of Utah and its medical center. Last spring during his annual military service, he spent time on Wake Island, the Philippines, Vietnam, Thailand and Japan. In Vietnam he participated as a crew member on several aeromedical evacuation flights.

DONALD S. HIGGINS has been elected secretary-treasurer of the Bucknell Alumni Club of Chicago.

MILTON L. GEISER has been promoted to a new position by Armstrong Cork Co. in Lancaster. He has been named staff project engineer for Armstrong's Packaging Materials operations. He and his wife and their three children live at 447 Hawthorn Dr. in Lancaster.

THOMAS R. LEWIS has been elected treasurer of the Bucknell Alumni Club of Lancaster.

BARBY and RIP KELCHNER have moved again. They, with their children (Kate and Bill) live at Currituck Rd., R.D. 3, Newtown, Conn. 06740. Bob is advertising and distribution manager for Heli-Coil Corp. of Danbury, Conn.

WAYNE S. HARRISON of 106 Sand Rd., Hershey, has been elected president of the Bucknell Alumni Club of Harrisburg.

Dr. CHARLES E. PETERSON, Jr. became assistant professor of education at Ohio University after teaching service at Simpson College, Smith, Johns Hopkins and Dickinson. Charles earned his bachelor's degree at Lycoming, his master's at Bucknell and his Ph.D. at Johns Hopkins.

I enjoyed a brief visit in July with CHARLES ("Cappy" '50) and ARLENE BLANK WALSH '52 as they passed through New Castle on their way east to Saratoga, N.Y. Arlene and Cappy have lived at 11006 Windsor Drive, Westchester, Ill. for ten years. He is assistant regional manager for Air Products and Chemicals. They look forward to the alumni dinners in the Chicago area, because each time they renew friendships with the several hundred active Bucknellians there.

Although we both had so much to say that we barely stopped to give the other a chance to speak, I was so glad to see her two boys "Chip" (Charles IV), 13, and Jeff, 11, and to get my first glimpse of their honey-blonde, blue-eyed, three-year old charmer, Caroline, born August 23, 1964. A good looking group, but then, how could they miss with Arlene and Cappy for parents?

A note from BOBBIE MAURER '53 Reitz tells us that she and Bill and their two sons, Bill and David, are busy getting settled in their new home at 395 Riley Ave., Worthington, Ohio 43085. After receiving his promotion in November, 1966, he is now group sales and merchandise manager for the J. C. Penney Company in Columbus, Ohio where he has supervision over seven established Penney stores and two more which are under construction.

1952
CLASS REPORTER: Mrs. William Rusling, 2735 Edge Hill Road, Huntingdon Valley, Pa. 19006

JUD BUNNELL has left Scottsdale but not Arizona. He is now vice president and general manager of Ponderosa Inn, Inc., just eight miles east of Williams (Ariz.) and 21 miles west of Flagstad on highway 66-89-40, only five miles from the entrance to the Grand Canyon. Jud and his wife, the former Judith Crow, and little Jill Elizabeth (born in May, 1966) are ready to greet Bucknellians at Ponderosa Inn. Jud, of course, will continue to serve as president of the Bucknell Alumni Club of Arizona.

DONALD F. SCHEER has been named editor of Florist and Nursery Exchange. This is just one in a long line of publications which Don has edited in the past 15 years.

1953
CLASS REPORTER: Mrs. James A. Chambers, Jr., 15 Walden Place, West Caldwell, N.J. 07007

Rev. WILLIAM S. EATON resigned his pastorate at the Swarthmore Presbyterian Church and is now Administrative Director of the Comprehensive Care Out-Patient Clinic which the Children's Memorial Hospital in Chicago, Ill. operates in conjunction with the Chicago Board of Health. Mrs. Eaton is the former NANCY L. CATHRALL '51.

ALICE FETZER Carse has been named to the third group to receive Graduate Fellowships for Women from the Danforth Foundation. She will be pursuing her Ph.D. in German at New York University.

NED A. MILLER of 73 Hungerford Rd., Briarcliff Manor, N.Y., has become president of the Bucknell Alumni Club of Westchester.

WILLIAM C. KASHATUS, M.D. who received his master's degree in 1953, went on to Hahnemann Medical College where he now serves as director of the School of Medical Technology and Laboratory Training in the College and Hospital. He also was recently appointed chairman of the Inspection and Accreditation Program in the Commonwealth of Pennsylvania for the American Association of Blood Banks.

MARILYN A. GARDNER has been elected secretary of the Bucknell Alumni Club of Connecticut.

Major RICHARD H. LANG U.S.M.C., has been presented the United States Marine Corps certificate of commendation for service in Vietnam. The certificate of commendation read in part: "His leadership, ability, and loyal devotion to duty reflected great credit upon himself and the United States Marine Corps." Major Lang is now serving as assistant professor of Naval Science at the Pennsylvania State University in ROTC Unit and lives at 483 Park Lane, State College, Pa. 16801

Mrs. H. ZANE BROWN (KATHERINE A. BELL) has been elected secretary of the Bucknell Alumni Club of Lancaster.

Mr. and Mrs. Victor Nuovo (BETTY STAGG) and their boys, Vic and Tom, will be journeying to India this year where Vic will study Vaishnavism, past and present, as a result of receiving a scholarship from "The Society for the Study of Religion in Higher Education."

The Nuovo family will be living in Madras for eight months, will travel in the Far East for four months, and will spend the last six weeks in Japan.

Mrs. Fred E. Hunneke (LEE TRAUMULLER) and JUDITH ESMAY '54 were listed in the 1966 edition, released last May, of "Outstanding Young Women of America." Congratulations to you both!

MAURICE A MUFSON, M.D. is now an assistant professor of medicine at the University of Illinois College of Medicine and the director of the Department of Virology at the Hektoen Institute for Medical Research, in Chicago. Maury, his wife, and their two children, Michael 4, and Karen 9 mos., live at 789 Washington St., Elmhurst, Ill. 60126.

JAMES R. BOUGHTER has been appointed plant manager at Albion, Mich., for Corning Glass Works. Jim joined Corning after graduation. In 1963 he was named production superintendent at "A" factory in Corning, and for the past year has been plant manager of B & C factory there. Jim was one of the Bucknellians featured in tne article on Corning Glass published in September 1966 issue of the Alumnus.

May we remind you that our 15th Class Reunion will be held on campus in June. Make your plans to attend.

1954
CLASS REPORTER: Mrs. Glenn S. Aspinwall, Rt. 2, Box 177, The Carriage Hse. #6, Greenville, N.C. 27834

SHIRLEY HARTZELL Pratt and three children are living in Alaska while husband, Bill, is in Vietnam, flying Mohawks for the Army. Bill received a promotion to major in 1965. By the time this is published, the Pratts should be back to routine again, with Bill in Vietnam and Shirley in Alaska, after enjoying rest and relaxation in Hawaii in August.

EUGENE REUERSTEIN has recently been promoted to assistant to the treasurer of Lever Brothers Company in New York. Gene's address is 6600 Blvd. East, Apt. 22A, West New York, N.J. 07093.

MARJORIE BEACH Beach writes that little Jennifer Ellen, one year old on June 18, is getting along all right after falling down stairs and breaking her thigh. Jennifer, Catherine, John, Alexis, and Elizabeth, are all thriving in the Berkshire air. Address: 181 New Lenox Rd., Lenox, Mass.

CINDY LUKS Martin will have at least a year's experience as a "corporation wife in Europe." Harry, Cindy, and three daughters moved to 9 Dionysos St., Ekali, Greece in July. They live about 18 km northeast of Athens. Cindy extends hospitality to all Bucknell friends coming to Greece.

GINNY HARRISON KING is enjoying substitute teaching in the Wilbraham, Mass. area.

Major FRED LOCKE has returned from duty in Vietnam. PHYL (BOYNTON), Fred, four children and two dogs are now living at 1421 Ocala Ct., Chula Vista, Calif. 92011.

FRANKLYN R. GRAF has joined the Lever Brothers Firm as a salesman. Since 1954, Frank informs us he has moved 11 times.

ELDON S. WEBB M.S. '54 has joined the staff of York Junior College as assistant to the president. He formerly served as supervising principal for the Southeastern School District in York County.

JIM LOGUE has long ago given up his "Bucky the Bison" suit, but he continues to serve his University and its Alumni as president of the Bucknell Alumni Club of Lycoming County. Jim also teaches at the Williamsport Area Community College and finds time to make tape recordings of his reviews of new books for patrons of the James V. Brown Free Public Library in Williamsport.

BRUCE A. LABAR, assistant vice president in charge of investment analysis for Waddell & Reed, Inc., has been awarded the professional designation of Chartered Financial Analyst (C.F.A.) by the Institute of Chartered Financial Analysts. Bruce and his wife, the former MARION MOLL '56, and their two children live at 9012 W. 71st St., Shawnee Mission, Kans. 66204.

Miss FLORENCE PYLE, who received her Master of Arts degree in 1954, has been appointed University Registrar at Bucknell, succeeding GEORGE R. FAINT '25, who officially retired in March. A member of the Bucknell staff since 1947, Miss Pyle served as recorder from 1952-1959 and as assistant registrar from 1959 until last November. Active in Girl Scouting and foster parents activities, she has "adopted" (financially) her third "adoption," a nine-year-old Vietnamese girl.

LOUIS F. SANTANGELO, who earned his master's degree in 1954, has moved to Hershey where he assumes the responsibility of public relations for the Hershey Chocolate Corporation. He continues to serve as our assistant class fund manager.

MARY LOU MAYER Brooks recently completed a term of office as president of the Board of Trustees of Learning Resources Unlimited. She is the founder and business manager of the school. With all these responsibilities confronting her, Mary Lou finds time to wash diapers and dishes plus performing the numerous other household chores of a mother and housewife.

1955
CLASS REPORTER: Mrs. John C. Vance, Jr., 4862 Reservoir Rd., N.W. Washington, D. C. 20007

SUSAN CADY Mangione writes, "Traded my 10-gallon hat (Dallas, Texas) for Boston baked beans when husband Franc received a sooner-than-expected promotion to John Hancock's home office early this year. We bought a home in the lovely seaside town of Hingham, which is south of Boston. Our two boys, Mark 7 and John 4, wanted a two-story house this time, with trees, so I managed to find one to suit us all -- 11 U.S. Bates Rd., Hingham, Mass. 02043.

1956
CLASS REPORTER: Mrs. James D. Trumbower, 412 East Springfield Rd., Springfield, Pa. 19064

SAMUEL E. SULLIMAN has been elected vice president of the Bucknell Alumni Club of Washington, D.C.

FRANK R. RAPPEL has had another promotion, this time as assistant vice president and staff training assistant of the Manufacturers Hanover Trust Company. Frank is married to the former Susan A. Ellsworth. They and their two children live at 8 Puritan Place, Huntington, N.Y. 11743.

JOHN Z. JACOBY has had another promotion in Bell Telephone Laboratories and is head of traffic service position system program department. He, his wife, and three sons live at 15 White Oak Dr., Colts Neck, N.J.

DOROTHY E. SHULTZ became registrar of the Williamsport Community College in July.

GERALD HALL has been promoted from assistant to the president to administrative vice president of Hall's Motor Transit Company. Presently, he is serving as the 1967 Dauphin County Chairman of the Business and Industry Division for the American Cancer Crusade.

HUGO KATES is the contracting manager of the Baltimore sales office of Bethlehem Steel Corp.

SANFORD J. ("Sandy) SACKS is seeking future prosperity through diversifying his business ventures. His latest acquisition is an employment agency specializing in placements for the executive type job (but not limited to this) named Delco Personnel, Upper Darby. In addition, he is the owner of the Sextet Barber Shop at the new Plymouth Meeting Mall, Plymouth Meeting, and has an interest in the Harvey St. West Apartments, Germantown. Sandy regrets that he has lost contact with most of his Bucknell friends and hopes that he may hear from them at his Delco office--including matchmakers since he's still single.

The Don W. Handleys (ANN BRIDDELL) of Springfield enjoyed a day at the Kutztown Folk Festival last July and a week at Ocean City, N.J., in August. Ann recently heard from ARLINE (SHERWOOD) Skiff who sailed with husband John, their two children, and Arline's parents to Expo, and from CAROL (MEEK) Hart and family who enjoyed a summer vacation at their cottage on Lake Michigan.

At a recent Delaware County Bucknell dinner, I was happy to see a former classmate, BETTY (KIELAR) Skweir. Betty is married to Dr. Leon A. Skweir, a resident physician at the Eastern Pennsylvania Psychiatric Institute in Philadelphia. For the past year they have been living at 781 Upper Gulph Road, Strafford. They are both busy "farming" their 9/10 acre (leaves!!), and Betty has taken up the art of baking their own bread. Previous to living in their present home, the Skweirs spent two years at Fort Riley, Kansas, where Leon fulfilled his military obligation. While stationed there they traveled a great deal, visiting the Southwestern and Western states and went to the Rocky Mountains to ski. Betty also took on an interesting job of abstracting patents for Chemical Abstracts, a service of the American Chemical Society. Betty sent me this report on BARBARA (CAFFREY) Faulhaber: "When Michael Stephen joined Mary, Karl, Amy, and Suzanne in March, 1966, and produced a 'full house', BARBARA and Mark moved from their ranch house to a larger two story home nearby." Their present address is 2419 Brookshire Dr., Chatham, Wilmington, Del. 19803.

At the same dinner I also met RICH MCFARLAND who is working for Drexel, Harriman, Ripley, Inc. in Investment Banking. He and his wife Rachel live at 1054 Croton Rd., Wayne, and have four children (Scott 8, Steve 6, Stan 3, and Ann Sue 1½). Their son, Stan, is named for Rich's friend STAN ELLSON whose son, Jimmy, was born on the same day in the same hospital. Stan Ellson is now with Alling and Cory, a paper distributor in Buffalo, N.Y.

CAROLEIGH KEMP GIOIA spent an interesting summer vacation visiting the Pacific Northwest and Alaska. When not on her exotic vacations, Caroleigh is a children's librarian and lives at 346 Richard Ave., Hicksville, N.Y. She has also recently visited LIL (BORLUND) and Don Florcsk in Falls Church, Virginia, and Dr. WALTER JULIA, his wife Beverley, and their new son John Gregory.

And finally, Mrs. WALTER MANKIN (DIANE TRUMBOWER) and her sister-in-law, Mrs. James D. Trumbower (DOTTIE DALE) spent a child chasing week at Hillandale Farm (the Trumbower home) in Muhlenburg with the Mankin children (Kirby 6, Kyle 4, and Korey 2) and the Trumbower children (Britt 3 and Julie 1). A birthday party for Julie was worked in among the perpetual cowboy and Indian raids.

1957
CLASS REPORTER: Mrs. Lewis B. Maul, 122 North Lancaster Ave., Margate, N.J. 08402

DAVID MASAYA YAMAMOTO received his Ph.D. from Ohio State University in June and is now in Japan as the first exchange professor sent there by the Alaska Methodist University, Anchorage, Alaska. David has made a nice recovery from a severe heart attack suffered last May. It is expected that his wife, the former ATSUKO OUCHI '56, who taught the Japanese language in Alaska, will now be teaching the English language in Japan! They will be associated with the Gakuin University in Nagoya. We are sure their 6-year old daughter, Nagisa, is by now a talented linguist! Address: #3 2-chome, Akamatsu-cho, Nada-ku, Kobe, Japan.

CHARLES R. SNEATH has been elected treasurer of the Bucknell Alumni Club of Washington, D.C.

HOWARD D. SIPLER has been promoted to district dealer sales supervisor for the Roanoke, Va., District of Humble Oil and Refining Company. He and his wife, the former JOAN CARBERRY and children (Jeff and Debbie) reside at 3718 Tomley Dr., S.W., Roanoke, Va. 24018.

JOHN DAWES is keeping himself busy as chairman of the Sixth Annual Greater Freehold Hospital Charity Ball. A very energetic community leader, John has distinguished himself as president of the YMCA Board of Directors since 1965 and secretary of the Board of Trustees of the Presbyterian Church. John also has been named vice president of the Greater Freehold Chamber of Commerce. In his spare time, John manages to get in a little work at the law offices of Krusen & Dawes, located in Freehold, N.J.

It was a marvelous reunion--thanks to those who attended, those who helped, and those who returned their biographies so that our booklet was as complete as possible.

Congratulations to our new officers: president, BOB MILLER; vice president, DON (DEWEY) DUBOIS; secretary, SALLY BOTSAI; treasurer, PHIL CERVENY: class fund manager, ED KLETT: reunion chairman, SAM ADAMS; reunion book editor, CALLIE MEYER Smrcka, and area chairman, DON PLUMP. You'll have to put up with me for another term. I'll make a deal with all of you. I'll compile the information and you be the class reporters.

STU CAIN and wife JOYCE (LINES) welcomed their first child, a son, April 3. Joy taught school for two years prior to baby Stu's arrival. Stu is associated with Allegheny Ludlam Steel Corp. in Dunkirk, N.Y. as an industrial engineering supervisor. The Cains live at 20 Westerly Dr,, Fredonia, N.Y.

1958
CLASS REPORTER: Mrs. Stephen A. Jennings, 40 Dumgoyne Dr., Bearsden, Dumbartonshire, Scotland

EUGENE WALTER MEENAN, after nine years specializing in the marketing of supermarket products, has recently become account manager of the newly-created food marketing department at Mutual Transit Advertising. Gene and his wife, the former Suzanne Thornton and young son, Sean, live at 12 East 97th St., New York City.

WILLARD SCOTT has been named Chicago Mortgage Loan manager for New York Life Insurance Co. At the age of 30, he is the youngest loan manager the company has ever appointed.

LCDR. P. KENNETH NEWMAN, M.D. is chief of Anesthesia Science at the U.S. Naval Hospital, Jacksonville, Fla. He says, "Wife Audrey is presently on a ceramics kick with clay-ware all over the house!" They have three children, Linda 13, Debbie 11, and Kenny 4, all of whom are excellent swimmers. The whole family is now learning to water ski behind their 16-foot runabout. Ken extends an invitation to all classmates "to stop by for a chat, if they pass this way." Address: Qtrs. H.N., N.A.S., Jacksonville, Fla. 32214.

STUART A. STEELE who earned his Ph.D. in electrical engineering at Pennsylvania State University has now joined General Electric Company as a Guidance and Control systems engineer. Last May he was a speaker at the Tenth Midwest Symposium on Circuit Theory at Purdue University He and his wife, the former Gayle S. Kelchner, and their two sons now reside at 144 Sugartown Rd., Malvern 19355.

EDWARD F. STAIANO received his doctorate degree from the University of New Mexico in June. He has returned to Lewisburg with his wife the former JANET C. SMITH '61, and

daughter, Eva Marie and is now director of the Bucknell Computing Center and an assistant professor in mechanical engineering.

1959
CLASS REPORTER: Mrs. Herbert H. Wright, 459 Channing Ave., Westfield, N.J. 07090

TONY LUCAS reports a new job and increased activities for the whole family. Last spring he became director of industrial relations for the space component division of Atlas Chemical Incorporated at the Valley Forge plant. He continues his work on his MBA degree at Temple and is presently writing his thesis. His wife, the former ELLENA STEINMAN, besides looking after sons Greg and Jeff, continues to serve as supervisor of elementary music in the Upper Dublin School District. Last spring she again served on the panel of judges for the selection of Miss Montgomery County, a competition leading to the Miss America pageant. Ten years ago she reigned as "Miss Montgomery County." As time permits, she still plays the marimba professionally.

BOB HARDER has been promoted and is secretary and assistant operational officer of the Northern Central and Trust Company in Williamsport.

ESTHER LOUISE ANGUS became a housewife and teacher of French at Wellington College for Women in New Zealand after marrying David Falconer Kininmonth, an official of the New Zealand Trade Commission. Esther earned her M.A. degree at McGill University and spent some time in Switzerland prior to her marriage.

It is now GEORGE B. FARIES Jr. M.D. if you please, George having received his M.D. degree at Jefferson Medical College last June. He and his wife, the former MARY LINN GROSSMAN '64 with their two sons now live at 66 Kinsington Dr., Camp Hill, 17011, while George is interning at the Harrisburg Hospital.

HAL M. DANZIG has been named vice president-sales for Electronic Research Company. Hal has been sales manager of ERC, a Textron company and producer of frequency control products. Before joining the company in 1965, he was sales manager of Midland-Wright in Kansas City. He held previous engineering positions with General Dynamics Electronics in Rochester, N.Y., and Itek Electro-Products, Boston. A native of Rochester, he received his B.S. degree in electrical engineering. Hal and his family reside at 5021 West 100th Terrace, Overland Park, Kansas

Herbie and I thoroughly enjoyed the leisurely life and being outdoors as much as possible, gardening, cycling, swimming, and sharing the company of Taylor who grows faster than we can believe and is a constant source of pleasure (and a little work) to us.

In May, after nine-and a-half years, it was a very special treat to reune with ANN CARSON Behr and her two youngest of her three children when they came to visit for the day. Ann's children, church and club activities keep her very busy. Ann and Dick reside at 543 Bryn Mawr Ave., Swarthmore.

Also in May, SCOTT MCROBB became assistant to the president of the Summit Elizabeth Trust Co. and in this capacity will head a newly-created department concerned with organization and profit planning.

The population explosion continues to receive a big boost from '59ers; namely, Melinda Michele was born May 31 and joins proud parents Terry and MELINDA (HAUSER) Hutton, Mike and Lisa. Three seems to be a lucky number for the HAMILTONS too, for MOLLY (WOLFORD) and LEE ('58) welcomed their third son, Timothy Drew, on May 13. He joins David and Bryan at 570 Crystal Dr., Pittsburgh 15228. In March it was a first for RICK and Peg RYER when their new son, Alexander Damond, arrived on the 29th. And, one more: Isobel and HARRY HAAS joined the baby boy bandwagon when Stewart Skylar arrived to delight them and his older brother Steve. It looks like happiness is a new baby in the house!

From the Coles there comes news of the Wamplers, Joe and GAYLE (MYERS). When Joe finished his tour with the Navy in the spring, they became entrepreneurs, part-owners in a restaurant, the Seven-Sails, in San Jose, Calif. This fall they have headed for Northwestern University where Joe enters the selective school of podiatry there. Quite diverse activities, I'd say.

Living in Ridgefield, Conn., at 18 Briar Ave. is CAROLE JEAN MCFARLAND Joscelyn, with husband Ron and three daughters, Leona 6, Cardi 5, and Mary, almost a year. Carole, who has one more semester's work to complete her master's degree, has written a book now being illustrated and soon to be published. We hope this busy, ambitious gal will tell us more about the book so we can watch for it.

Now that her son, David, is seven and in second grade, NORMA COYLE Siebenheller has the time to return to school, Pratt Institute, Brooklyn, to get a master's in library science with a goal of becoming a reference librarian. It will be two years more until Norma attains her goal, but she is thoroughly enjoying her courses. Husband Bill is assistant general claims manager for the Home Insurance Company in New York City. The Siebenhellers reside at 384 Tysen's Lane, Staten Island, N.Y.

The last few years have been busy, productive ones for ERNIE and Nancy (Smith '59) WALLWORK. Since 1964 they have been living in Cambridge, Mass., 1403 South, 900 Memorial Dr.; for in that year Ernie received a B.D. from Yale Divinity School. Now he is completing his Ph.D. at Harvard. Although a licensed Presbyterian minister, he is currently the teaching fellow in Roman Catholic Studies at Harvard and the Methodist chaplain at M.I.T. (Ernie sounds like a one-man interfaith ambassador!) Recently he was selected for a Rockefeller Doctoral Fellowship, the highest honor which can be bestowed upon a doctoral student in the study of religion. Fellows must be nominated by their respective faculties and compete nationally against similarly qualified doctoral students. The Fellowship is designed to enable the Fellow to complete his doctoral dissertation with the succeeding academic year. Ernie's thesis, entitled "Morality and Milieu," will examine the implications of various psychoanalytic and sociological theories concerning normative control for philosophical ethics. (This doesn't sound like light reading to me!) We wish Ernie all continued success.

Another very busy '59er is WILMA RILLING Stahura who lives with her husband, Walter, Jr. (Harvard '58), at 241 East 18 St., New York City. Wilma is one of three fashion coordinators working for Montgomery Ward and reporting to their National Fashion Coordinator. This staff is responsible for researching, analyzing, and projecting fashion trends. Some of her special "extras" which make the job especially exciting are: (1) a once-a-year junket as Ward's National Bridal Consultant, at which time she coordinates and commentates a series of bridal fashion shows, advises future brides, appears on daytime TV shows, and is interviewed for and by newspapers; (2) selecting a wardrobe for a Miss America contender; (3) commenting to The New York Times about current fashions; and (4) assisting in the promotion of international designer fashions across the country. Whew! 'Tis a busy life!

1960
CLASS REPORTER: Mrs. David N. Ott, 40 E. Pomfret St., Carlisle, Pa. 17013

ROBERT J. MOORE has recently been appointed assistant secretary by the United States Trust Company of New York. Bob, who joined the Trust Company in 1961, is an estate and trust administrator in the Trust Administration Division of the bank. He and his wife, the former Tina Franciscus '61, and two daughters live at 404 Prospect Ave., Oradell, N.J. 07649.

Dr. ROBERT A. HOWELL served as general public relations chairman for the 1967 New Jersey Jaycee Football Classic. The charity game between the New York Giants and the Philadelphia Eagles held at Palmer Stadium in Princeton on September 2

has raised nearly $750,000 for New Jersey charities since its inception in 1962. Bob continues his deep interest in the study of effective management practices and has earned the MBA degree from the University of Pennsylvania and a Doctor of Business Administration from Harvard University. He is a full time business executive with Radio Corporation of America and lives with his wife and two sons at 421 Parry Dr., Moorestown, N.J. 08057.

We regret to have to report the death on May 31, 1967 of our talented classmate CHARLES NEGRON. After his outstanding career at Bucknell, he spent two years in the service where he taught military law and was attorney in four courts martial cases. Following military service he became a revenue officer for the Treasury Department during the day, and a law student at night. He was graduated with honors and the only one of his graduation class selected by the Justice Department for the Civil Rights Division. He was assigned the most difficult territory, five counties in Mississippi and appeared in court twice before a segregationist judge, winning both cases. Our sincere sympathy is extended to his wife, the former Frieda Spelotti, and three sons.

JACK E. WOERNER has been named assistant secretary of business development of the Security Trust Co., Rochester, N.Y.

HOMER C. MOORE of 315 Dahlia Rd., Lancaster, has been elected president of the Bucknell Alumni Club of Lancaster.

PETE PEDRICK has been named Section VII Chief of the Phi Gamma Delta fraternity with the chapters at Bucknell, Gettysburg and Johns Hopkins under his jurisdiction. Pete continues to serve as director of development at Bucknell and has been active in the fund raising campaign conducted by the Evangelical Community Hospital in Lewisburg.

BARRY E. TAGUE has been elected to the Board of Governors of the Philadelphia-Washington-Baltimore Stock Exchange. He has been a member since 1959 and acts as a specialist and floor broker.

1961
CLASS REPORTER: Mrs. Norman D. George, 2443 Center St., Northbrook, Ill. 60062

Our JAN NIDDRIE certainly has been flitting since her graduation. She spent a year in Oceanside, N.J. In 1963 she was married and is now Mrs. Howard B. Hecht. She spent the next three years with her husband in Germany where he was serving in the U.S. Army. They have now settled in New York City and Jan is teaching in the Baldwin School of New York City.

RUDOLPH G. OSWALD has completed his M.S. degree in physics at Mississippi State University and is now busily engaged on studies for the Ph.D. at the University of Tennessee. His master's thesis topic was "Microwave Spectroscopy of Carbonyl Sulfide." Rudy spent four years in the Air Force as a computer maintenance officer and he's now something of a "hardware" specialist. This training will aid him in his teaching of physics classes this fall. He was married to the former Pamela L. Salmon in 1963.

1962
CLASS REPORTER: Mrs. William E. Dickson, 1112 Asbury Ave., 2nd Floor, Ocean City, N.J. 08226

ROSEMARY BERHALTER is currently employed as a senior engineer with Lockleed Electronics Company. Prior to assuming this position, Rosemary felt she needed a little "brushing up" on her electrical engineering and attended Pennsylvania State University from September, 1965 to March, 1967, at which time she was awarded a Master of Science degree in Electrical Engineering.

THOMAS E. GOLDMAN is an attorney and has become associated with the law firm of Brennan, Centner, Palermo and Blauvelt in Rochester, N.Y. Tom lives at 4 Allen Parkway, Rochester, N.Y. 14618.

KENNETH R. ERICKSON has been elected vice president of the Bucknell Alumni Club of Lancaster.

A recent note in The Bucknell Alumnus, concerning Bucknellians in Europe, brings the news that Mrs. Allen G. Quynn (JEAN M. ZIMMERMAN), along with her husband and three children, spent this year in England where Mr. Quynn studied for a master's degree at the Institute of Sound and Vibration at the University of Southampton. The family returned to their home in Frederick, Md., in July.

The Reverend RICHARD C. PEEL has been named assistant rector and director of Christian education at St. Peter's Pro-Cathedral in Helena, Mont. He is also serving as Vicar of the Chapel of the Divinity, East Helena, Mont.

1963
CLASS REPORTER: Miss Carol L. Pope, 153 East 57th Street, New York, N.Y. 10022

Mrs. John H. Carpenter (BARBARA DANIELS) is kept busy these days as a public information specialist with the U.S. Army First Recruiting District at Ft. George G. Meade, Md. Her husband, John, is serving in the Dental Detachment at Ft. Meade until August, 1968. Since graduation, Barbara has served as an 8th grade history and English teacher, an administrative assistant at Michigan State University and as a public health advisor for the Health Education and Welfare Department in Washington, D.C.

PETER ALLEN HERTZ has added a DDS to his name, having graduated from Temple University School of Dentistry last June. He is now serving as a Captain in the Air Force for two years as a denist.

ELENORA MARKUNAS, now the wife of Reid R. Heffner, Jr. M.D., has recently received a master of Arts degree with a major in English from Trinity College. She is now a teacher of French in North Haven, Conn. and with her husband lives at 75 North Lake Drive, Hamden, Conn. 06517.

Mrs. Ronald E. Mittelstaedt (JANET C. RUGEN) moved from Houston, Texas, to the Pittsburgh area last March. Her husband is a utility salesman with Allis-Chalmers and they live, with son Edward, at 151 Sherwood Dr., McMurray, 15317.

ALAN S. MEMINGER has been re-elected treasurer of the Bucknell Alumni Club of Harrisburg.

FREDERICK J. STERNBERG is an attorney at law with the firm of Allen & Allen in Burlington, N.C. He and Mrs. Sternberg (ELIZABETH LEVITAN '64) have a son, Scott Frederick, who was born in October, 1965.

KENNETH H. SHEETZ has been appointed superintendent of schools of Massachusetts Supervisory Union #18, serving the towns of Northfield Leyden, Warwick and Bernardston. At the time of this writing, Ken was expecting to complete work on his D.Ed. degree at Boston University this summer.

FRANKLIN M. WOLF received his M.D. degree from Hahnemann Medical College in June and is now interning at the Kings County Hospital in Brooklyn, N.Y.

Mrs. E. DENNIS RITTENHOUSE (ANDREA L. BECKER) has been elected vice president of the Bucknell Alumni Club of Southern New Jersey.

JIM MONTEITH has moved to the position of account executive with the Michener Associates in Harrisburg. He is keeping his wife ANN KENDALL, hard at work as Director of Publications at Lebanon Valley College.

1964
CLASS REPORTER: Mrs. Willard O. Raynor, 138B, Apt. 4A, Hamilton Manor, Ft. Hamilton, Brooklyn, N.Y. 11209

Now we are three. On May 16 we became the very proud parents of a large baby boy, Charles Edward (Ched). On July 13, Bill was discharged from the Army after receiving the Army Commendation Medal for his work as the post adjutant.

We were somewhat upstaged a month and a half earlier by JIM and Lennie LITTS who had twin boys, Matthew and Jeffrey, on March 30. Jim is stationed at Brooklyn Army Terminal. The four Litts' are living at Bldg. 136C, 4F, Ft. Hamilton, Brooklyn 9, N.Y.

STEVE and Marti WHITESIDE are currently living in Rye, N.Y. Steve is with West Virginia Pulp and Paper out of New York City.

I ran into DICK PACE '66 at Ft. Hamilton while he was on leave between the language school and an assignment in South America. Dick is a "Green Beret" MP.

BILL DUNHAM is serving as a general's aide at Fort Monmouth. He and LYNN (STRUGGLES) are visiting at 3S Melrose Terrace, Long Branch, N.J.

SHARON WARNE has been teaching English at Boyertown Jr. High School for the past two years. She and BOB KIDD '63 were married on August S. They plan to live in West Chester.

TEDDY (FURST) and JEFF MARTIN '63 and their young son, Andy are spending 2 years with the Army at Ft. Sill (3823 Columbia, Lawton, Okla.). Jeff graduated from Rutgers Law School in June 1966 and passed the New Jersey bar exam. Uncle Sam beckoned in November. Teddy has maintained her interest in geography, her major at Rutgers graduate school, with a correspondence course in computer mapping offered by Harvard.

DON and BOBBI (PLANTAMURA) RODGERS are living in their own home, complete with swimming pool, in Brentwood, L.I. Don is with Xerox's Sales Division and Bobbi has completed her third year of teaching elementary school.

JUDY (GARRAMBONE) Cuddihy has retired from her position as a science editor for Encyclopedia Americana to become a mama.

After receiving her master's in education from the University of Wisconsin, IRENE BULLINGER stayed on in Madison to assume her presnet position as a guidance counselor in an elementary school.

DI (DELONGE) French is with Presidential Life in Newark. She and husband, James, reside at 32A Calfax Manor, Roselle Park, N.J. They are skiing enthusiasts and spent 3 weeks on the slopes of Austria.

My old "roommie", JUDY FRICK took the "big step" on June 3, when she married Bruce Connor. The Connors are residing at Apt. B7, 2S2 E. Crestwood Dr., Camp Hill.

JIM JOHNSTON is teaching at Spring Garden Institute in Philadelphia after graduating from Wharton.

BOB MORTON received his MBA in finance from Wharton in May 1966. In september, he received his Army commission in the Medical Services Corps. Bob was the club officer for the Officer's Club at the Tobyhanna Army Depot. He is due in Viet Nam by August 25.

Since October, 1966, GLENN DUSSINGER has been with Humble Oil in Baltimore.

MATT MCCLOSKEY is serving with the Navy's "Junk Fleet" in South Viet Nam.

CAROL SOMMERS Janssen (as of March 22, 1967) and her husband, Wally, are leading an exciting life. Both are with TWA; Carol's an airline hostess. They are planning a delayed honeymoon to Hawaii and the Pacific Islands in November. Wally flies private planes as a hobby and has been teaching Carol to fly. They are presently at 43S West End Ave., Elizabeth, N.J.

Another Kennedy International Airport employee is MAIJA (LIDACES) Racevskis who teaches French to Pan Am pilots. She and her husband, Carl, who teaches French at City College, live at 140-18 Burden Crescent, Apt. 603, Jamaica, Queens, New York City.

ROBERT E. REINER has become a project engineer employed by the Department of the Army in Arizona. Selected as an outstanding young man for the 1968 edition of "Outstanding Young Men of America." Bob and his wife, the former JANET E. REIDENBAUGH '66 now live at 248 Steffen Street N.W., Sierra Vista, Arizona 85635, where Janet is a Science teacher in the local schools.

Mrs. THOMAS A. BENTON '63 (JANET L. PICK) has been elected secretary of the Bucknell Alumni Club of Harrisburg.

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CLASS REPORTER: Miss Sara L. Toney, Dominion Plaza Apts. No. 510, 1200 South Court House Rd., Arlington, Va. 22204.

Congratulations to Mr. and Mrs. JULIUS BRANDES (JEAN DICKINSON) on the birth of their daughter, Karen Jean, on May 16, 1967. The brandes' have a new address: 177 Overmount Ave., West Paterson, N.J. 07424.

LUIS FARRE has been busy: he received his degree of "Ingeniero" from Universidad Catolica de Cordoba (Argentina) while working for the School of Engineering there. He and his wife, Cristina, are the parents of a little girl. Nice to hear from Luis!

Another scholar is NORMAN SCOTT, who is working on his Ph.D. in psychology at the University of Maryland. Last year, though, Norm and his wife (SUSAN HUNTER) lived in a converted barn in Ambler, while Norm got his M.A. at Temple and Susie taught ungraded primary school.

I had the pleasant surprise of bumping in (literally--in a Washington cafeteria) to GORDY HATHEWAY, who is attending law school at George Washington University while his wife, the former BARB STELL, is teaching. BONNIE HARRISON, I hear, is also halfway through law school, while working for the Law Review.

Another marriage is that of NEAL APPLEBY and PENNY PRATT in May of 1966. They're living in fabulous New Orleans (6440 S. Claiborne Ave., #S18) and weekending in the French Quarter. They see Dr. Partridge, former Bucknell professor, now teaching at Tulane.

LINDA SILBERG became Mrs. John Sorenson this past May. A neighbor, BARB JANT, headed out to San Francisco to perform research work in chemistry for a college. Bon voyage, Barb! PAT PRIESTER, having received her M.A. from Florida State, is now employed as a statistician for the Census Bureau and I hear that LYNN MERKEL is planning a summer trip to Europe.

I got another nice letter from SUE BAUER, who recounted EARL WILSON's success. After a short stint in the Army, Earl has recently appeared at the Fontainebleau, the Shore Club, the Merv Griffin Show, and several others. Earl has also released an album I'm looking for called "West Digs East." Earl will be traveling to Las Vegas, Detroit, and the Caribbeanon performances. Dave Edwards, a name unfamiliar to Bucknellians, is apparently doing an all-night record show in Texas--it's a stage name for Joe Van Riper, who has acquired a wife and heir since graduation. Sue reports that DENNIS SHEER (lucky guy) is planning to teach at Radford College for Women in Virginia. Another teacher is GENE THOMAS, who, having returned from Europe, is teaching under-privileged children in Baltimore.

I was glad to hear from RUFUS ACKROYD (RUTH LIMING). They're living in New Haven, Conn., (139 York St.), where Rufus is a phone company communications representative and DAVE '62 is working on a MFA at Yale (in drama, of course). Dave's plans are to become an actor in repertory theater. I'm sure he's well qualified for it, as Bucknell audiences of Cap and Dagger productions can testify.

A Bucknellian far from home is Lt. BUCK EWING, who, as he wrote, was freezing to death while bivouacing in Germany. He seems to have some free time to travel around the country and drink lager beer, though. Buck will be in Europe for the summer, so anyone who plans to travel there can write him c/o 78th Engr. Bn. APO, N.Y. 09164. Vigates, Buck!

SUE SPAVEN is now Mrs. Robert Johnson. Sue and Bob were students at the University of Michigan where Sue received her M.A. and Bob was working on his Ph.D. The Johnsons have enrolled for Peace Corps training this summer, prior to becoming university instructors in Turkey. Best of luck!

JEFFREY H. BOSS received his MBA from New York University and is now a marketing trainee in the Petrochemicals Department of the Continental Oil Co. He and Sharon live at 1 Liberty St., Apt. K-20, Little Ferry, N.J.

MICHAEL D. NACK is attending New York University Graduate School of Business Administration working for an MBA in marketing. His wife, the former Linda Duman, teaches at the Floral Park Memorial High School. Their address is 88-05 171st St., Jamaica, New York City.

KAREN D. HORNER has been elected secretary of the Bucknell Alumni Club of Washington, D.C.

Did you know that one-third of the staff of the American Consulate General in Curacao are Bucknell graduates? Yep, both MARION E. MAYFIELD '49 and WENDY ANNE SIDENER are on the staff.

Fly Pan American Airways and be served by JEANNE HURTER. She has been a stewardess since November, 1966, and is now flying to the Caribbean and South America.

JULIUS BRADES is employed by American Cyanamid Company with the sales territory around the metropolitan New York area. Since the regional office is located in Linden, N.J., he has had an opportunity to work on an MBA degree at Fairleigh Dickinson University.

1st Lt. ROBERT L. GATSKI, Jr. has been awarded the Army Commendation Medal for meritorious service while serving in Korea during the period February 1966 to March 1967.

ROGER B. GILLAN and EMILIE A. SCHIER '66 were married on June 17 and are living at the Washington Garden Apts., 133 Lee St., Carnegie. Roger is an English instructor at Robert Morris Junior College and Emilie is teaching high school French and Spanish.

TERRENCE N. THOMPSON has been appointed marketing analyst for Calgon Corporation's Consumer Products Division. He and his wife, the former Barbara L. Richardson, live at 68 West Steuben St., Pittsburgh, 15205.

1966
CLASS REPORTER: Mrs. Norman E. Olson, Jr., 550 Center St., Garden Court Apts., Nutley, N.J. 07110.

JAY F. LIVZIEY, who earned his master's degree with our class, has been named supervisor of elementary education for the Williamsport Area School District. In his new assignment, he will serve as coordinator of adaptive physical education for all grades in work that will involve physically underdeveloped handicapped children. He formerly served the Danville School District as health and physical education teacher, football coach, and assistant to the junior high school principal.

DONALD P. ROSKOS received a MBA degree from Lehigh University in June.

Two classmates, ROBERT N. NYLEN and PETER W. WALLACE, have received commissions as Army second lieutenants after graduating in June from the Infantry Officer Candidate School at Ft. Benning, Ga.

Editors Note: We omitted by mistake the name of the second class reporter for the Class of 1924. Please accept our apologies and note this name for correspondence:
Mrs. C. E. Anderson
(Florence Martz)
6336 Rimpau Boulevard, South
Los Angeles, Calif. 90043

MARRIAGES

1948 - Charlotte Taylor Gordon to Nevin E. Daniels, March 29, 1967.
1952 - Peggy L. Deardorff to Philip L. Garrett, June 7, 1967.
- Peggy M. Hazard to A. U. MacRae.
1957 - Jonathan W. Fincke to Elizabeth L. Edwards, June 24, 1967.
- Joan L. Henry to Harold G. Kindy, June 3, 1967.
1959 - Ralph E. Fliedner, Jr. to Joyce A. Arkwright, May 13, 1967.
1960 - Stephen F. Beers to Ellen Demarest, June 10, 1967.
- Barbara L. Hardie to John S. Litzenberger, May 24, 1967.
1961 - Martin H. Adams to Eve B. Ellis, August 6, 1966.
- Astrid B. Rorhus to Merril B. Hulett, October 22, 1966.
- Olga P. Torgerson to Daniel J. Mahon, May 27, 1967.
1962 - Grace Ann M. Kirkpatrick to Frank Agostino, April 29, 1967.
- Virginia A. Pond to Richard E. Reed, April 29, 1967.
- Joan C. Sternberg to C. Michael Thornburg.
- K. Gail Vanderbeek to Bernard F. White, Jr., April 22, 1967.
1963 - Gail A. Cella to Joaquin D. Zambrano, April 8, 1967.
- Janet R. Cupp to Gary F. Camp, June 24, 1967.
- Gerald Lee Hall to Nancy F. Abel, May 20, 1967.
- I. Jane Hanssen to Kerry R. Morrison, March 27, 1967.
1964 - Jeffrey B. Fleming to Connye D. Bloser, June 24, 1967.
- Phyllis A. Horine to Clarence A. Carlson, December 10, 1966.
- Lynn E. Kalberer to Richard L. Dowall, December 30, 1966.
- Betty L. Martin to Ronald A. Steinbacher, June 17, 1967.
- Judith Peterson to James Kolwicz.
- Stephen J. Porter to Nancy J. Harris, June 24, 1967.
- Bonnie A. Ramer to Larry E. Casebeer.
- Robert E. Reiner to Janet E. Reidenbaugh '66.
- Carl E. Rogge to Susan S. Myers, June 17, 1967.
- Carol A. Sommers to Walter W. Janssen, March 22, 1967.
1965 - Roger B. Gillan to Emilie A. Schier '66, June 17, 1967.
- Margaret N. Highley to David T. Hughes, June 3, 1967.
- Lawrence Kantor, Jr. to Judith C. Rose, June 11, 1967.
- Michael D. Nack to Linda Duman, August 28, 1966.
- Joan C. Petach to Richard F. Randles, June, 1967.
- Gary J. Sease to Sandra A. Amigone, July 1, 1967.
- Theodore B. Shelton to Judith Marina, July 5, 1967.
1965 - Mary Louise Sieminski to Paul R. Anderson, June 17, 1967.
1966 - Margaret E. Cochran to Lt. Garret C. Miller, June 17, 1967.
- Robert K. Dahlstrom, Jr. to H. Mary Stral '67, June 17, 1967.
- Lockwood W. Fogg, III to Sharon J. Smith, May 27, 1967.
- Richard R. Galaty to Deborah M. Lamke '67, July 9, 1967.
- Mark L. Genrich to Allison E. Forbes '67, June 24, 1967.
- Terry A Hartzell to Diane M. Loch, November 26, 1966.
- 2nd Lt. Douglass R. Hemphill to Beverly J. Lingle '67.
- Elizabeth A. Meyers to Thomas S. Hyde, June 17, 196
- 2nd Lt. James R. Omsberg to Susan N. Fleming '67, March 18, 1967.
- Thomas K. Russell to Suzanne E. Wray, May 20, 1967.
- John D. Sholl to Elizabeth S. Neary, '67, June 17, 1967.
- Linda Lou Snyder to Vincent J. Wright, July 1, 1967.
- Richard B. Todhunter to Helen V. Hazes '67, June 10, 1967.
- W. Lee Weller, Jr. to Mary Lou Potter, June 17, 1967.
- Elizabeth T. Young to T. Wayne Lee, June 18, 1966.
1967 - William D. Black to Karen J. Lang '67, June 17, 1967.
- Marcia H. Brice to Carl W. Doyle, June 9, 1967.
- Edward D. Capell, III, to Kathleen M. Zola.
- Donald A. Connelly to Jeanne A. Kurtz '68, May, 1967.
- Richard A. Crane to Ann Sparks Davis, June 24, 1967.
- Glenn R. Danks to Diane M. Lewis, June 10, 1967.
- James W. Earl to Eileen M. Oakley, June 10, 1967.
- Wayne F. Green to Susanne J. Spurr, June 24, 1967.
- William F. Haardt to Jill Brokaw, June 17, 1967.
- Robert W. Haas to Anne L. Thomas.
- Nancy S. Hamilton to George T. Blasius, June, 1967.
- Nancy K. Heisler to James W. Bright, June 17, 1967.
- Joseph M. Menichello to Carol Makala, June 10, 1967.
- Margaret L. Messmore to Thomas A. Perella, June 17, 1967.
- Frederick D. Obligado to Carol A. Stephens, June 17, 1967.
- William N. Ogden to Verna M. Albertson '67, June 3, 1967.
- Richard A. Schroeder to Linda A. Jaggard, June 24, 1967.

1967 - Jane B. Shoemaker to Roy Wimmer, June 24, 1967.
- Robert C. Sperry to Elizabeth A. Miller, June 24, 1967.
- Joanne Strade to James I. Kittredge, May 27, 1967.

1969 - Suzanne M. Zoda to Michael A. Cohen, January 28, 1967.

BIRTHS

1956 - To Mr. and Mrs. Arthur J. Andersen (Deborah A. White) a son, Timothy Chappel, on December 31, 1966.

1957 - To Mr. and Mrs. Stuart F. Cain, a son, Stuart Arthur, April 3, 1967.

1958 - To Rev. and Mrs. James Kenyon (Audrey J. Walker) a son, Eric James, June 11, 1967.

1959 - To Dr. and Mrs. George B. Faries (Mary L. Grossman '61) a son, Christopher Powell, April 9, 1967.
- To Rev. and Mrs. David A. Lutz, a son, Thomas Matthew, June 17, 1967.

1960 - To Mr. and Mrs. Ronald H. Kaiser (Ellen L. Hodapp), a daughter, Deborah Lee, July 8, 1967.
- To Mr. and Mrs. Harold C. Kelshaw, Jr. (Barbara A. Potts '63) a daughter, Lisbeth Kraft, May 7, 1967.
- To Mr. and Mrs. Anthony T. Sullivan (Marjorie E. Kuhn), a son, David Thrall, on January 5, 1967.

1961 - To Mr. and Mrs. Richard E. Carnsale, a daughter, Christine, May 17, 1967.
- To Mr. and Mrs. James P. Freund, a daughter, Theresa Ann, March 24, 1967.

1962 - To Mr. and Mrs. George V. Clement, II, a daughter, Ann Elizabeth, March 7, 1967.
- To Mr. and Mrs. Kirk A. Foulke, a son, Kirk Anthony, Jr. on May 2, 1967.
- To Mr. and Mrs. Charles Raisner (Joan F. Lucas), a daughter, Ellen Elizabeth, October 30, 1966.

1963 - To Mr. and Mrs. Ronald L. Bailer, a daughter, Kathleen Ann.
- To Mr. and Mrs. Richard K. Cranford (Sandra Adams '63), a daughter, Kathryn Diane, March 19, 1967.
- To Mr. and Mrs. James E. Copp (Jeanne E. Corson '62) a son, Andrew Francis, June 13, 1967.
- To Mr. and Mrs. Michael G. Squires, a son, Kelly Michael, June 11, 1967.

1964 - To Mr. and Mrs. Harvey B. Smith (Ann K. Clark), a son Eric Clark, April 1, 1967.

1966 - To Mr. and Mrs. Ronald C. Scaife, twins, Adam Ralph and Amy Kathleen, March 13, 1967.

OBITUARIES

1899 - Mrs. Joseph S. Reitz (Anna Halfpenny) (Music), December 15, 1966.

1900 - Harry C. Simons, March 3, 1967.

1901 - Mrs. William E. Sandel (Ada B. Kline) (Institute), May 19, 1967.
- Mrs. Christopher Mathewson (Jeanette Stoughton), May 29, 1967.

1905 - Mrs. Sadie W. Siegfried, (Sadie L. Wolverton) (Music) March 12, 1967.
- James Taggart (no date)

1908 - William E. Parson, Sr., May 19, 1967.

1909 - Paul B. Griminger, January 10, 1967.
- Mrs. Andrew Johnson (Eunice V. Hall), April 1, 1967.

1910 - Earl H. Bowman, April 29, 1967.

1911 - Mrs. James D. Lea (Jennie H. Fox), May 12, 1967.
- John V. Leighou, May 1967.
- Fred W. Small, May 3, 1967.

1913 - Dr. John D. W. Fetter, May 7, 1967.

1914 - W. Stanley Reitz, June 24, 1967.

1915 - Rev. Fred H. Fahringer, Sr. May 16, 1967.

1916 - Mrs. William Black (Charlotte I. Welliver), November 4, 1966.

1917 - Clinton I. Sprout, May 1, 1967.

1918 - James S. Mathers, March 28, 1967.
- Mrs. Thomas M. May (Marguerite M. Ryan), December 19, 1966.
- Allen S. Redding, D.D.S., April 9, 1967.

1919 - Lloyd L. Garner, March 30, 1967.
- Emerson V. Peck, February 27, 1967.

1920 - Marguerite I. Quigley, July 14, 1967.

1922 - Edwin F. Ahrens, February 12, 1967.
- Chester H. Derck, March 13, 1967.
- C. Emory Diffendafer (no date).

1923 - Robert Donaldson, May 13, 1967.
- Donald J. Gensemer, June 8, 1967.
- Mrs. James A. Payne (Sara J. Burke) Music, March 21, 1967.

1924 - G. Richard Bower, September 24, 1964.

1925 - Edgar H. Butler, November 10, 1967.
- William Christian, M.D. (no date)
- Emerson E. Jenkins, May, 1967.

1926 - Grace C. Cooley, May 6, 1967.
- Orval J. Hand, May 1, 1967.

1927 - J. Clyde Foose, March 31, 1967.
- Mrs. Hugh Gebbart (Marie A. Webb) (no date)
- Charles L. P. Vallery (no date)

1929 - Dorothy L. Wrightnour, December 11, 1966.

1930 - Irvin R. Hoch, May 5, 1967.

1931 - Orrin V. D. Boop, March 3, 1967.
- Oliver F. Miller, Jr., M.D. April 10, 1967.

1933 - Mr. Robert L. Gaffney (no date)

1935 - William N. Barto, June 15, 1967.
- William H. Jones, September 22, 1965.
- F. Leighton Peters, May 17, 1967.

1937 - Bruce B. Sheats, May 10, 1967.

1938 - Edward N. Heltzel, June 7, 1967.
- Earle B. Pierson Jr., March 30, 1967.

1940 - Charles W. Catherman, March 24, 1965.

1943 - Vice Admiral Randall Jacobs (Honorary) June 19, 1967.
- Albert Zack, April 8, 1967.

1945 - G. Alain Vitray, June 24, 1967.

1948 - Rev. Howard E. Huddell, April 14, 1967.

1949 - Dr. Rufus H. Fitzgerald (Honorary)
- Calvin S. Stere, 1964.

1950 - Dr. Oliver C. Carmichael (Honorary)
- Norman O. Robertson (no date)
- Robert R. Williams, April, 1967.

1952 - Paul P. Cooper, May 21, 1967.

1954 - Mrs. Paul C. Orme (Alice C. Rhoads) September 6, 1965.

1955 - Mrs. James E. Durkin (Marilyn A. Cadmus) (no date)

1960 - Charles Negron, May 31, 1967.

1964 - Richard J. Dutko (no date)

1965 - 1st Lt. Lewis B. Gaiser (Vietnam) June 27, 1967.

Mrs. Christy Mathewson '01

Mrs. Jane S. Mathewson '01, widow of professional baseball's great Christy Mathewson '02, died May 29 at the age of 87.

The daughter of the late Frank C. and Julia Montgomery Stoughton, she was born in Lewisburg on January 9, 1880. She was married to Christy on March 5, 1903. He preceded her in death on October 7, 1925, at Saranac Lake, N.Y. Mrs. Mathewson returned to Lewisburg 17 years ago, residing at 129 Market St.

Lauded in the nation's press as a woman of "warmth and wisdom with a gentle spirit," she was always actively interested in sports. In early May she participated at dedication ceremonies for the new Wolfe Field, a community softball park, and at a regional sports dinner honoring the area's outstanding athletes.

From her bequests, Bucknell received $10,000 to add to the

principal of the Christy Mathewson and Jane S. Mathewson scholarship fund already established at the University. She also made bequests to the First Presbyterian Church, Lewisburg, of which she was a member, and the W. D. Himmelreich Library. To Keystone Junior College, Factoryville, where her famous husband was born, she bequeathed all photos and documents relating to the career of Christy Mathewson.

In addition to her husband, she was preceded in death by one son, Christy Mathewson Jr. '27, who was killed by an explosion in his Texas home in 1950. The young Mr. Mathewson was a cum laude graduate in electrical engineering. His distinguished career in aviation was capped in 1945 by an award for his training of pilots in World War II.

Among survivors are several generations of Bucknellians. These include two neices, Grace D. Mathewson '31 and Anna Hill Campbell '23; and three nephews, Alfred G. Stoughton '24, who served as Alumni Secretary at Bucknell for 12 years (1924-1936), Walter L. Hill Jr., Esq. '23, and Dr. John Stoughton Cregor Sr. '23.

Alvin F. Julian '23

One of standout athletes who became one of the nation's top basketball coaches, Alvin F. Julian '23, died on July 28 at a nursing home in White River Junction, Vt. He was 66 years old.

Better known as Doggie--a name he acquired while playing football, basketball and baseball at Bucknell--Mr. Julian had been Dartmouth's basketball coach for the past 17 years. He suffered a stroke last December while coaching Dartmouth in the Kodak Classic Tourney in Rochester, N.Y.

In 1947 Mr. Julian coached the Holy Cross College basketball team--a team then without a gymnasium of its own--to the National Collegiate Athletic Association championship.

In a coaching career of 40 years he served Dartmouth, Holy Cross, Muhlenberg, Albright College and the Boston Celtics of the National Basketball Association. In 1950 he tore up a lucrative contract with the Boston Celtics to coach at Dartmouth.

His instruction helped develop such players as George Kaftan, who follwed him into the professional game, and Bob Cousy, former star of the Boston Celtics who is now coach at Boston College.

Mr. Julian also coached football, but basketball was his passion from his high school days in his native Reading, Pa., where he was allowed to work out with the touring Original Celtics.

He graduated in 1923 from Bucknell University, where he starred in football, basketball and baseball. He became a professional baseball player and was catcher on the Reading team in the International League. He smashed a finger and switched to football with a Pottsville, Pa., team, before entering college coaching.

Mr. Julian maintained that spirit matched with knowledge of fundamentals could produce a winning team. New wrinkles in football or basketball he regarded as "new twists on old basics."

His lifetime basketball coaching record was 386 wins and 342 losses. A former president of the National Association of Basketball Coaches, he was named to the Helms Athletic Foundation College Basketball Hall of Fame in 1963. Last season a new Christmas basketball festival at Boston Garden was named for him.

He was the author of "Bread and Butter Basketball," a popular text on playing and coaching, published in 1960 by Prentice-Hall. He was the "color commentator" on the 26-station network that broadcasts Dartmouth football games, and had a Hanover-area radio sports show.

Survivors include his widow, Lee; two sons, Alvin Jr. of Reading, and Franklin T. of Topsfield, Mass., and a daughter, Mrs. Robert Beckwith of Hanover.

Clinton I. Sprout '17

Clinton I. Sprout '17, known as Kink to generations of Peddie School graduates, passed away suddenly at his Hightstown, N.J. home on May 1.

A summa cum laude graduate of Bucknell, he was active in sports, dramatics and journalism as an undergraduate, serving as editor of the Bucknellian and as captain of the tennis team. It was at Bucknell, he was active in sports, dramatics and journalism as an undergraduate, serving as editor of the Bucknellian and as captain of the tennis team. It was at Bucknell that he met his wife, E. Louise Hahn '18.

Following his graduation from Bucknell, he entered the U.S. Naval Academy, where he was commissioned as an ensign and served in the Navy during World War I. After his discharge he taught at his alma mater Keystone Academy for two years before going to Peddie In January 1921, where he taught English for forty-one years, retiring in 1961 as head of the department.

"Kink" was also coach of varsity basketball for twenty-four years. In 1921 at the request of some of the students he organized a swimming team, which because of the minute size of the Peddie pool in the old "gym" had to hold all of its interscholastic meets away from home. The first year in the new pool, later named by the Board of Corporators the CLINTON I. SPROUT POOL, his team won the state championship and the following year the Eastern Interscholastic championship. A number of his baseball teams won the state prep-school championship and others the Eastern Private School League championship. In 1956 over ninety members of his baseball and swimming teams and friends gathered at the school to pay tribute in a testimonial dinner to their highly esteemed coach, while hundreds of letters and telegrams came from many who could not attend.

He was active in community affairs In Hightstown, having served a term as member of the Borough Council. He belonged to the Hightstown Baptist Church, where he formerly served as a deacon. He was a member of the Hightstown Coterie Club, the American Legion and had been a Mason for forty-five years. He had been a part owner and director of Camp Kanuka at Lake Clear in the Adirondacks--a camp and summer school attended mostly by Peddie boys in its earlier years a forerunner of the Peddie Summer School.

Besides his wife and two sons, John and Bob, and two grandsons, he is survived by a sister Marjorie of Picture Rocks.

Alumni Candidates

The Alumni Committee on Nomination of Trustee will meet on Saturday, October 14 to make their final selection of candidates. However, Alumni may make suggestions to the Committee before that date, and are urged to do so. Your suggested candidate need not be a member of your class to be considered. However, every candidate must have attended Bucknell University, should be able to give consideration to the broad problems of University policy, and should be willing and able to attend at least two board meetings each year.

Nor are you limited to the suggestion of only a single name. You may submit as many names as you deem worthy of consideration, but the deadline for submission is October 10, 1967.

Names of Bucknellians may be suggested for Alumni Awards and as candidates for the Board of Directors of the Alumni Association.

Three categories of awards are presented each year: (1) for meritorious achievement in one's chosen field or profession; (2) for recognized contributions and service to fellow men; and (3) for outstanding service to the University and to the Association.

Suggestions should be directed to John H. Shott, Alumni Secretary, Bucknell University.

Alumni Trustee Timetable

Since trustee nominee election time is always closer at hand than one imagines, here's the schedule of important dates in the selection of your candidates:

November 17 - Committee on Nominations submits three candidates to the president of The General Alumni Association;
December 5 - Deadline for approval by the board of directors of The General Alumni Association;
January 1 - Announcement of names of three candidates in The Bucknell Alumnus;
February 15 - Petition deadline;
March 1 - Election announcement in Alumnus;
April 1 - Ballots in mail;
May 15 - Deadline for receiving ballot in Alumni Office;
June Commencement - Certification to the board of trustees.

REUNION 1967

The sun was bright and everyone was of good cheer for the Reunion parade down "the hill." The Golden Anniversary Class (1917) set a brisk pace, but the Class of 1932 paused for a photo. Gayest of the classes was 1942. Note those striped blazers!

Agenda Item: Conversation

Class of 1937 sends greetings to all Alumni.

Getting the proper hat.

Hold it! Smile! Wait until I focus! Got it!

Class of 1927 business session begins.

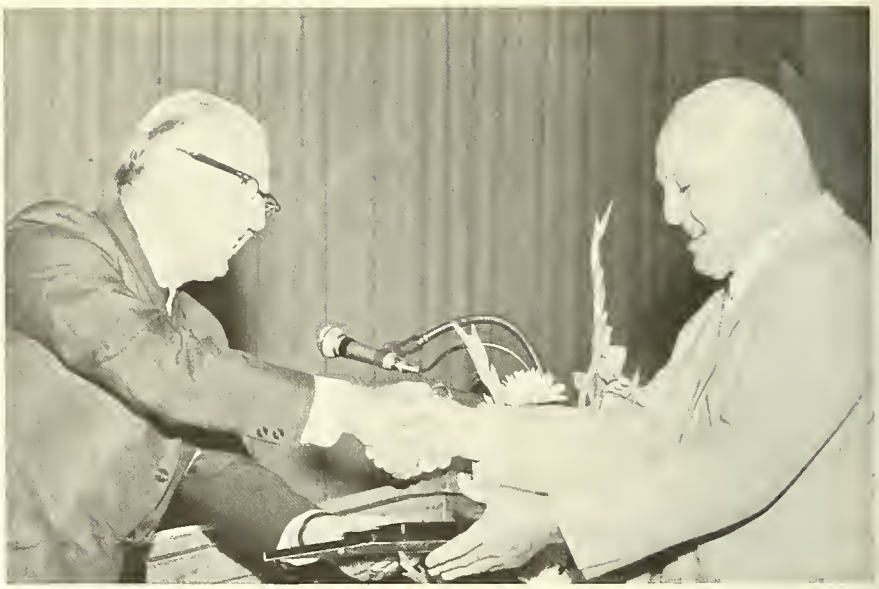
1947 Class President Tom Quigley, left, chats with friends.

Dr. Jack Wheatcroft '49 autographs poems, above, following lecture at "Hour with the Faculty." At right, Dr. Richard J. Peterec, author of DAKAR AND WEST AFRICAN DEVELOPMENT, answers question of Alumna.

Above: Dr. Harry Garvin chats with former student. Below: President Watts, left, talks with Alumni Association officers Jim Pangburn '54 and Drew Mathieson '50.

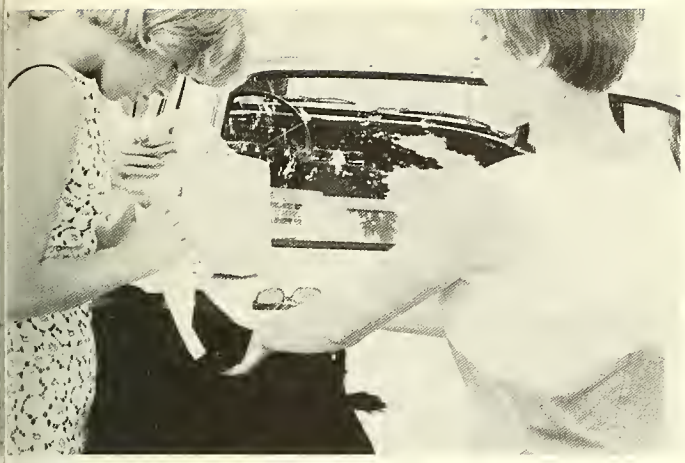
Above: Dr. James Gathings meets a former student. Below: Right on time for Reunion is Mr. John "Buck" Shott '22, Alumni Secretary.

Jay P. Mathias '35 was awarded the Bucknell Chair for his loyalty and many contributions to the University. At right, Eugene Bertin '17 accepts Alumni Award for distinguished service to education from GAA President Dr. Walter Held. Other award went to Harold W. Giffen '16 for his outstanding career as an engineer, one which includes design of the Garden State Parkway, New Jersey.



Above: Outgoing GAA President Walter G. Held, right, congratulates his successor, Andrew W. Mathieson '50. Below: William R. White, left, chairman of board of trustees, accepts Class of 1942 gift from President Arthur J. Denney.

Claire W. Carlson '49, newly elected trustee, congratulates Robert L. Rooke '13. Classmates of Dr. Rooke, a trustee, presented portrait of him to University for meditation room of Rooke Chapel. New directors elected to Alumni Association board include Kenneth R. Bayless Esq. '42, Henry B. Puff '44, Raymond E. Shaw '51, and F. Porter Wagner Esq. '47. New officers of GAA, in addition to Mr. Mathieson, include Robert D. Hunter '49, first vice president, and James E. Pangburn '54, second vice president.



Preparing to don the gown.

All set for the commencement photo.

Class of 1967 enters Rooke Chapel for Baccalaureate Service.

President Watts, right, chats with Attorney Morris Duane, Commencement speaker.

At left: Samuel H. Wooley '32, a member of the board of trustees, accepts honorary doctorate from President Watts. His son, Harold, was a member of the graduating class. Distinguished scholar and recipient of honorary doctorate, at right, is Richard F. Brown '47, director of the Kimbell Art Museum, Fort Worth, Texas. Other honorary degrees were awarded to Dr. John O. Mellin, minister of the First Presbyterian Church in New York City; Morris Duane Esq., head of the legal firm of Duane, Morris and Heckscher, Philadelphia; and George J. Huebner, Jr., director of research for Chrysler Corporation.

By Dr. John S. Wheatcroft '49

HEY, ANY WORK FOR POETRY?

AND yet I must say, that . . . I have just cause to make a pitiful defence of poore Poetry, which, from almost the highest estimation of learning, is fallen to be the laughingstocke of children," asserted Sir Philip Sidney in 1595. In 1966 the practice of poetry as a profession may be characterized as indeed "poore," in more ways than Sir Philip intended the epithet. A few summers ago I, a teacher of "poore" poetry, was given the opportunity to do some ghostwriting as a way of avoiding debtors' prison. How vividly I recall the surprised tone in which an officer high in the administration of an American university exclaimed, as he finished reading my draft of a report that struck me as being a catalogue of statistics relieved by an occasional sentence of transition: "Splendid, my boy. I thought you fellows over there ('over there' being not France but the Literature Building) couldn't write anything except poetry." Poetry, to update Sir Philip, is fallen to be the laughingstock of administrators.

ABOUT OUR AUTHOR

Poet and playwright, Dr. John S. Wheatcroft won high critical acclaim last year for his television drama, Ofoeti. This poetic rendering of a boy's search for something real and enduring won the Alcoa Playwriting and the National Educational Television Awards for 1967 after its presentation of the NET Playhouse during the 1966-67 season. His first book of poetry, Death of a Clown, appeared in 1964, and a second volume, Prodigal Son, will be published in November by Barnes and Yoseloff, N. Y. His poems and stories have appeared in Harper's Bazaar, Ladies' Home Journal, Best Articles and Stories, and The New York Times. The theme of this article was first examined in the Class of 1956 Endowed Lecture for 1965.

Dr. John S. Wheatcroft '49

The reason that poetry these days is looked upon as being poor and laughable probably lies outside the university. Although life for the rout of humanity is just about as grim as it always has been, we, the privileged few, are somewhat more sensitive to the misery most of the inhabitants of our planet are destined to endure than were our counterparts in previous ages. My administrator-benefactor, my reluctant-to-study-poetry freshmen, the informed and humanitarian public may well put to me, a committed teacher of poetry, some rather telling questions. How can you be concerned about the make-believe of a poem when our world is overflowing with people who are either starving or close to it? Is it not callous to trifle with metaphors when billions of human beings must live in wretchedness? How does any given poem affect all these sufferers? How can you justify spending time and effort on any poem that does not move its reader directly from slumbering indifference to compassionate action?

ALL too often those of us who practice poetry regard such questions as naive. But considered from the perspective of the educated and moral world at large, these questions are far from being idle. Indeed, just such skepticism in the face of the urgencies of our time provokes one of the voices of William Carlos Williams' *Paterson* to command:

> *Give up*
> *the poem. Give up the shilly-*
> *shally of art.*
> *What can you, what*
> *can YOU hope to conclude—*
> *on a heap of dirty linen?*
> *—you*
> *a poet (ridded) from Paradise?*

Sidney, mindful of that charge that has been leveled against poetry in all ages by those who hold themselves to be realists, warned against men who "have so earth-creeping a mind, that it cannot life it selfe up to looke to the sky of Poetry." Yet if we follow Sidney's advice in 1966 and gaze aloft, we are more likely to glimpse a man-made satellite or a space ship than to behold Calliope or Erato. After the Bomb and with men about to embark for the moon, would not even Sir Philip have to concede that the empyrean these days is scarcely the desmense of poetry? And the man who elects the teaching of poetry as a profession for life—while his colleagues are splittting atoms and fusing nuclei, are probing Venus (not the mythological beauty but a real lump of matter in space), are struggling to isolate a cancer virus, to control the explosion of population, to develop political machinery that will keep nations from mutual annihilation, to fathom the human psyche effectively enough to forestall its apparent urge for self-destruction—in the face of such vast and compelling enterprise on every side, must the teacher of poetry not pause and wonder about his significance and his value? Has he any cause to ask why he, like poetry, is "poore"?

LET me try to define somewhat more narrowly my intention with regard to my title question—a paraphrase of an Elizabethan polemical tract written by the notorious Martin Marprelate, "Hey, Any Work For Cooper?", itself an echo of the cry of barrelmakers trying for employment along the streets of London. I imagine the unemployed Muse pounding the sidewalks of the modern world crying, "Hey, any work for poetry?" And finding few takers. My purpose in addressing myself to this question is not to presume to undertake what Sidney, Shelley, Arnold, Emerson, and Whitman, and in our century Eliot, Richards, Tate, and Blackmur have attempted—that is, to offer a grand apology for poetry by arguing its significant role in the entire process of culture. Despite differing approaches and emphases, this line of defenders is agreed that poetry is a crucial part of the intellectual and moral evolution of man.

I believe these apologists are right. Yet a glance at the position of poetry in the whole complex of modern civilization does not seem to bear them out. The appearance of a celebrated poet to read a few lines of verse at a Presidential inauguration or at "Arts Day at the White House" does not warrant our concluding that poets and poetry are very close to the hearts or count very heavily in the minds of very many people these days. If the classical defenders are correct in linking the poet and the development of civilization to this point, it seems a wry paradox that in the modern world the mass of men is much further from the actual practice of poetry than was the body of men in a primitive society where religion, politics, economics, and art were a single integrated activity. Indeed, a case might be made to show that paralleling the development of civilization in the Western world has been a shrinking in the role of poetry. The rift between the poet and the community at large has become progressively wider. Today it is a chasm.

IN order to drive home the point, let me offer a few hardheaded questions. Out of the approximately one hundred and eighty million people in the United States—let us immediately fasten on the lucky few—how many read poetry? Not the "little" reviews and poetry magazines but the work of such established figures as Auden, Spender, Eliot, Thomas, Stevens, Pound, Williams, Cummings, and in the new generation Robert Lowell, Richard Wilbur, Philip Larkin, Thom Gunn. Well, all of those who attend our colleges certainly do —they are forced to. I am not being cynical, only looking unblinkingly at my own teaching experience, when I reply that even if we limit our inquiry to the number of hits poetry has made in courses where its reading is required, the Muse's batting average is substantially below Mickey Mantle's—and he had a bad year, you remember.

To narrow the field a bit: how many of those students who concentrate in literature read poetry on their own volition, again especially contemporary poetry? Or to make the group still more select: how many members of the faculties of our colleges read modern poetry? how many who teach in the humanities? or, to be positively

aristocratic, how many whose business in life is the teaching of literature? Of course no statistics are available, for no money is involved to justify poll-taking. But my own empirically arrived at conviction is that even within this final highly refined segment of the total population, the amount of contemporary poetry read is nowhere near sufficient to compensate for the time and labor that go into its making, teaching, and study—if the standard of evalution is to be raw utilitarianism. And since even the most dimly inspired prophet can predict that society is going to become more highly complex at an accelerating rate with the almost certain result that the poet and the mass of humanity are going to find themselves separated not by mere oceans but by interstellar distances—how then can we answer the question, "Hey, any work for poetry?"

Perhaps Sidney can reassure us a bit. At the very time he was stung into offering his *apologia,* Christopher Marlowe had been dead two years, leaving behind a rich legacy of poetry. Ben Jonson and John Donne were twenty-three years old, both on the verge of poetic greatness. And there was Shakespeare, thirty-one. To say nothing of Spenser, Drayton, Daniel, and Sidney himself —all poets of estimable achievement. Disregard for an instant the unfavorable Nielsen rating of poetry. The catalogue of contemporary poets listed above suggests that significant poetry is still emerging from our collective psyche. Perhaps what evokes poetry is not necessity or utility in their ordinary senses. What then is the work for poetry to perform?

TO be sure, there are many roles for poetry in the modern world. I wish to scrutinize one role that strikes me as being really vital. My reason for employing the microscope is a conviction that the practice of poetry in 1966 can best, perhaps can only be justified in terms of how poetry operates or functions. Let us consider the moving parts of the poem—words.

That in the development of the human animal into whatever he is becoming language is one determining factor is a commonplace. But this proposition has some interesting corollaries. Not only does man evolve but language evolves too;-the relationship between evolving humanity and evolving language is not constant; and an examination of that relationship at any given moment in history can tell us much about what we are and where we are, perhaps about where we seem to be going, where we do and do not want to go. So before considering the way in which language works in that special verbal action we call poetry, I should like to glance at some of the ways in which language is operating in our culture at large. For in contrast to that primitive state in which all activity, including the symbolic, is tightly integrated, in modern complex society language has multiple purposes and uses, it is many things to many people.

In Book IV of *Gulliver's Travels,* Swift projects his hero, or anti-hero, into what seems to be an ideal society, the land of the Houyhnhnms a breed of horses who live and talk in perfect accord with rational principles. Gulliver attempts to explain to the Houyhnhnm who becom his master the language practice of human beings.

> *I remember . . . having occasion to talk of "lying" and "false representation," it was with much difficulty that he comprehended what I meant, although he had otherwise a most acute judgment. For he argued thus: that the use of speech was to make us understand one another, and to receive information of facts: now if any one "said the thing which was not," these ends were defeated; because I cannot properly be said to understand him, and I am so far from receiving information, that he leaves me worse than in ignorance, for I am led to believe a thing BLACK when it is WHITE, and SHORT when it is LONG.*

So far from the actualities of human conduct with rega to language is the view of the supposedly model Houyh hnm that it is problematic whether Swift intended t rational creature's naiveté to be ironic. Even a qui reflection upon the words spilled by the tongues that a constantly at work around us forces us to conclude th

J. Peter Schuerholz '57 is the sculptor of "The Prophet," sho here in three photo studies by artist Don Moulton of the Bu nell staff. One of three entries by Mr. Schuerholz, "The Proph

nen frequently employ language for something other than the communication of fact or truth, that although our dictionaries, grammars, and rhetorics are supposed to constitute a social contract, a sort of British Constitution, as to how words mean, often words do not mean or act as the contract says they ought.

TWO headlines recently culled from a widely circulated newspaper make the point comically:

CLERGYMAN IN BETTER
CONDITION FOLLOWING CRASH

MAN WHO LOST FIVE FINGERS
IN ACCIDENT IS GOOD

Swift's Houyhnhnm, humanitarian that he is, upon reading these reports would undoubtedly wish that the good clergyman had not merely crashed into a better condition but that he had been demolished into the best; and that the gentleman who was deprived of five little digits for the sake of goodness would surrender all of his appendages in pursuit of excellence. Although such solecisms seem to be caused by nothing more than a bit of inattention or fatigue or inebriation, or maybe they signify a certain amount of language deafness, even faulty vocational guidance, perhaps they are also symptoms of something deeper: a large-scale, indeed a cultural indifference toward words. Or to avoid making a judgment, we might conclude that such slips are evidence of the fact that language in the past couple of centuries seems to have entered a new stage in its evolution. Whereas primitive man was probably a laconic creature, like most animals, using sound sparingly and somewhat formally, modern man has come down with a severe case of verbalitis, multiplying words not because he knows and wishes to convey but just for the sheer pleasure of making noise, as a kind of descant to the plainsong of his breathing. Listen for the incidence in casual conversation of the little refrain "I mean," which usually signifies: "though I am talking please do not take my words to represent precisely what I intend, for I am too lazy to find exact verbal equivalents and therefore I offer these rough approximations." Or often "I mean" means "I have no meaning, even to myself." And note how, reacting to verbal promiscuity, some of the most sensitive and pure among us, our beat-

was granted the Exhibition Purchase Award in the 1967 Alumni Art Exhibit. The artist is a teacher of woodworking at St. Bernard's School in New York City. He works in stone by direct carving. In addition to a 1966 exhibit of his sculpture at Gallery 90, he had a one-man show of paintings in March 1967. Peter is married to the former Leigh Magee. They have two children.

niks, conduct their protest by deliberately not communicating—speaking in undertones, mumbling, using language as did Gogol's Akaky Akakyevich in that marvelous story "The Cloak": "he expressed himself chiefly by prepositions, adverbs, and scraps of phrases which had no meaning whatever . . . He had a habit of never completing his sentences . . . 'This, in fact, is quite . . . But I, here, this — Petrovich — a cloak, cloth — here you see, everywhere, in different places.' "

AT THE farthest remove from what we might call visceral expressiveness is the language of academe. Let us pass over the purely technical language of mathematics and the natural sciences, which is a very special kind of symbolism, and glance at professional social scientists using words supposedly to communicate their ideas and insights. We might begin with a proposition offered by one eminent writer in the field to the effect that "the social scientists who want to be scientific believe that we can have scientific description of human behavior and trustworthy predictions in the scientific sense only as we build adequate taxonomic systems for the observable phenomena and symbolic systems for the manipulation of abstract entities." One illustration of such a "manipulation" is a definition of reading set down by a professor of educational psychology in one of our foremost universities:

> *A processing skill of symbolic reasoning, sustained by the interfacilitation of an intricate hierarchy of substrata factors that have been mobilized as a psychological working system and pressed into service in accordance with the purpose of the reader.*

That after thirty-seven words strung happily together the taxonomic-minded professor should clinch his definition of "reading" with the word "reader" proves that rhetorical climax and scientific precision are in no way incompatible. "Do as a concession to my poor wits, Lord Darlington, just explain to me what you really mean," pleads the Duchess of Berwick in Oscar Wilde's *Lady Windermere's Fan*. "I think I had better not, Duchess," Lord Darlington replies. "Nowadays to be intelligible is to be found out."

Although reluctant to descend from the height of my previous example, I feel constrained to take at least a swipe *en passant* at my own colleagues in order to manifest some sense of professional fairness. May I ask my fellow students of literature how profitable and pleasurable they find the reading of our academic journals, the racy idiom of which may be illustrated by this sentence on Hawthorne's The Marble Faun: "The characters reflect the dialectic of the setting, transposing it, however, into a purely aesthetic key, though this transformation by no means resolves the conflict." I find myself in agreement with Tristram Shandy, who argues:

> *Above all things in the world, 'this one of the silliest . . . to darken your hypothesis by placing a number of tall, opake words, one before another, in a right line, betwixt your own and your reader's conception.*

LETTING up on academics, who serve as whipping boys much as poetry serves as a laughingstock, consider language between the extremes of the casual and the scholarly. To have fun playing among the voices that sweep along Madison Avenue is easy. Indeed, it scarcely requires an essay to point out that to "go," as they say, "creative," one really must do something more than "Start with Ocean Spray Cranberry Juice"—unless one's explicit intention is to paint pink abstractions. And I am not seriously suggesting that the study of poetry can be justified on the grounds that it would prevent or expose the confusion of images involved in girding Ajax, who after all is a Homeric hero, with a photogenic replica of 17th-century ceremonial plate armor and mounting him on a white charger with a lance and a shield to prove by dint of arms in the mode of Sir Thomas Malory that he is "stronger than dirt." Nor am I suggesting that many people are so naive as to believe that when a "high-minded sentiment about world peace written with a Parker pen in the handwriting of Mr. Ernest Hemingway" appeared a number of years ago the purpose was exclusively to promote international harmony. And yet perhaps the television commercial in which Phidias is posthumously invoked to lend support to the Ford Motor Company in its effort to market Mustangs indicates that democratic education is beginning to bear fruit. Thirty years ago when Ford was pushing that little 60 horsepower V-8, I doubt that either the advertising copy man or the public would have known the difference between Phidias and Didius.

With regard to the language and symbols of advertising, however, I should like to point out quite seriously that their calculated use within the last three or four generations as a means of manipulating people economically is a highly significant cultural development. When historians or anthropologists of future epochs look back at our century, they may well mark the year 1900 as the date of one of those major revolutions in sensibility that come along every few hundred years. For what the symbol-wielding techniques of Madison Avenue show has happened to us is that we have deliberately and knowingly divorced words from realities. Calculated self-deception on such a scale ought to give us pause. All that is needed for us to divide our minds completely in two is that we lose track of the fact that we are constantly playing scrabble. When we can no longer make contact with reality by way of our symbols, then we will indeed inhabit a world that is all dream.

Our method of employing language in the deadly game of diplomacy, as we outsiders can witness it in the mass media, makes clear that we are not very far from the Wonderland where Alice found her sense of reality disturbingly distorted because of crossed wires in her symbol-functioning mechanism and the unreal world of

1984 in which language totally manipulates what is no longer man. To reflect upon the limbos of these books is chilling these days. Perhaps it is being naively idealistic to deplore the fact that the late Mr. Adlai Stevenson was maneuvered by the government he represented into standing before the assembled United Nations to deny, unknowing of the truth, that United States planes were bombing Cuba as a softening up for the disastrous Bay of Pigs invasion. Yet maybe it is not cynical to condemn the use of what we euphemistically call a "cover story" when Mr. Gary Powers embarrasses us by choosing to live, be captured, and explain—not because our tale is not truth but because it is such a bad lie. Might it just be that the price of self-deceit is that our language wits have been dulled to bungling?

CONSIDER another piece of recent history: a meeting in Washington between President Johnson and Prime Minister Wilson for the purpose of shoring up NATO, which, according to Mr. James Reston, "is in disarray today at least partly because its members are using the same words to convey totally different meanings." Sensitive to criticism from Continental members after the Nassau conference of President Kennedy and Prime Minister Macmillan to the effect that the two Anglo-Saxon powers were calling all the turns, Messrs. Johnson and Wilson issued a deliberately uninformative communique. Yet at the same time the two heads of state leaked a story which revealed that indeed significant agreements and decisions had been made bilaterally. The entire deception was carefully explained and commended for its ingenuity—and, of course, exposed by the mass media in this country. It is as if we have two brains, one of which is official and can take in only communique, not the exposure, and thus can rest perfectly satisfied. "We protect our minds by an elaborate system of abstractions, metaphors and similes from the reality we do not wish to know," writes Aldous Huxley. "We lie to ourselves." How accurate a description to the language psychology behind this typical news release:

> *Secretary of State Dean Rusk talked optimistically today of the prospective outcome of the war in South Vietnam. "It's a mean and frustrating and difficult struggle, but we think it can be won," Secretary Rusk said . . . His statement contrasted with recent reports of the war against the Communists, but it was consistent with the official view that has been expressed here in recent days.*

In the radical contradiction between the reality of the war and the official verbal report can be seen a self-deception so great as to be a sickness in the national mind. As a country we seem to be close to schizophrenia.

That the way in which men employ language is a reflection of their moral or psychological condition is not a new idea. "For false words are not only evil in themselves, but they infect the soul with evil," Plato reports Socrates as saying shortly before his execution. Nor is the proposition exclusively western. "If language is not correct," reasoned Confucius,

> *then what is said is not what is meant; if what is said is not what is meant, then what ought to be done remains undone; if this remains undone, morals and art will deteriorate . . . justice will go astray . . . the people will stand about in helpless confusion. Hence there can be no arbitrariness in what is said.*

Quite a functional theory of language for 3000 years ago! And how grim a prophecy of a condition we might easily slip into! Or hold our statements of national policy or our advertising copy, the writing of freshman essays or the prose of academic journals, up against the severe ethic of language attributed to Jesus by St. Matthew:

> *But I say unto you, That every idle word that men shall speak, they shall give account thereof in the day of judgment. For by thy words thou shalt be justified, and by thy words thou shalt be condemned.*

IF we add to the several manifestations I have just been illustrating the language of commercial entertainment, at once cheap and pretentious, nasty and saccharine, we discover a deeply ingrained pattern of verbal activity which, sometimes through calculation, sometimes through neglect, serves to render our feelings synthetic, to allow us to be manipulated, to divorce us from reality, to divide us from ourselves, even to turn us against ourselves. The crisis of our time is a crisis in language.

> *Things are deliriously wild*
> *they are a noise whose grammar is a groan and*
> *words smothered out of shape and sense,*

declares Tagore. The reason "Johnny can't read" is not that he fails to take in enough words with each eye movement or that he has not been taught phonetics early enough in life or that he is made to build vocabulary in a vacuum. Johnny can't read because words have no connection with reality for him, because modern communications have conditioned him and his teachers not to think and feel for themselves, because he and they are manipulated, emotionally castrated, figuratively put to sleep for life. What a teacher of freshman English in an American university finds that he must do even before he tries to teach his students to appreciate literature is to deindoctrinate, to decondition. He must put them back in touch with reality. Here then, is some work for poetry.

In a poem words act so as to make us experience reality—intensely. For this precise reason freshmen, and most of the rest of us, shy away from reading poetry. Having been conditioned to take words as abstractions that pass through the brain as easily and quickly and unobtrusively and perhaps with the same deadly effect as X-rays, suddenly to feel the substance, the toughness, the sharp edges of the words of a poem cutting into the mind hurts. "It is hard to hear a new voice," explains D. H. Lawrence,

"as it is hard to listen to an unknown language." And the voice of a genuine poet is always new and different. Its tones pain the ear drums.

BECAUSE our words have lost significance and integrity, we feel our sense of reality slipping away from us. At best we are in the situation of Hemingway's Frederick Henry, disillusioned idealist, during the retreat from Caporetto:

> *I was always embarrassed by the words sacred, glorious, and sacrifice and the expression in vain. We had heard them, sometimes standing in the rain almost out of earshot, so that only the shouted words came through, and had read them, on proclamations that were slapped up by billposters over other proclamations, now for a long time, and I had seen nothing sacred, and the things that were glorious had no glory and the sacrifices were like the stockyards at Chicago if nothing was done with the meat except to bury it. There were many words that you could not stand to hear and finally only the names of places had dignity. Certain numbers were the same way and certain dates and these with the names of the places were all you could say and have them mean anything. Abstract words such as glory, honor, courage, or hallow were obscene beside the concrete names of villages, the numbers of roads, the names of rivers, the numbers of regiments and the dates.*

Numbers of regiments (that is, identity)—the names of villages (that is, locus)—dates (that is, specific time): these are bedrock reality in a world where words fail to correspond to their supposed equivalents in experience. To gain a sense of such reality is surely the frantic intent of Gertrude Stein's much maligned, no nonsense line

> *A rose is . . . a rose is . . .*
> *a rose is . . . a rose!*

Let us consider a little lyric by Wallace Stevens entitled "Study of Two Pears":

I

Opusculum paedagogum.
The pears are not viols,
Nudes or bottles.
They resemble nothing else.

II

They are yellow forms
Composed of curves
Bulging toward the base.
They are touched red.

III

They are not flat surfaces
Having curved outlines.
They are round
Tapering toward the top.

IV

In the way they are modelled
There are bits of blue.
A hard dry leaf hangs
From the stem.

V

The yellow glistens.
It glistens with various yellows,
Citrons, oranges and greens
Flowering over the skin.

VI

The shadows of the pears
Are blobs on the green cloth.
The pears are not seen
As the observer wills.

This is a poem of faith, a profession of belief in th existence of reality—two pears—once these objects hav been transformed symbolically by the imagination. On when the pears are confronted formally, are studied in shape and texture and color, can we win a full sense o their identity, can we catch hold of the "pearness" o the pears. Here words are not used loosely or arbitraril each word is precise and inevitable. Such confrontatio amount to language renewals in that the verbal proce in which we engage forces us to touch reality. And co stant renewal is necessary, for, as Conrad points ou words are "worn thin, defaced by ages of careless usage Given our situation in the modern world, perhaps w will have to begin by trying to obtain a sense of th reality of a couple of pears, then work our way up to sense of ourselves and of our fellow human beings.

LANGUAGE, in such view, is not merely an instrument useful for dealing with the mechanical, th quantitative, the readily definable. If it is held to be no more than a tool, like the hammer and its refinemen, then human history may indeed prove to be no more tha the extended mechanics of physics, human life to be no more than blind biology and chemistry. Granted that in 1966 we find it impossible to subscribe to the long cherished idea that our world and our selves can be transformed into ideal forms. Granted that we must surrender the fond notion that the poet, as the epigone of the priest and prophet, can enable us to solicit, propitiate, harmonize ourselves with, ultimately metamorphose ourselves into, the gods or forces that have generated and control us and our universe—what Mr. I. A. Richards calls "the Magical view." Still and all, the very fact that by means of language we can put to ourselves such speculation, can react to them, suggests that human consciousness is more than chemistry, human history more than biology. To make or to read a poem is itself an order of experience, just as much as eating a radish or shooting off a rocket, loving, or pouring hydrochloric acid. It is a distinctively human experience. It holds special value for us because unlike most other human actions its significance is it

ırbitrary, immediate, short-lived; it does not rapidly lose its identity and perish in the remorseless stream of process. Rather, the action of the poem retains its unique existence ınd can be performed fresh again and again and again." 'Art too," writes Rilke, "Is a way of living."

HOW then does the fact that poetry, especially contemporary poetry, is read by only a minute fraction of the small proportion of educated human beings n the world square with a functional view of the mater? Again we must consider the way in which poetry vorks—this time the means by which poetry produces its ffect upon a whole community. Market research, aplied psychology, and computer projections can determine he yield of one advertising slogan or another with unanny accuracy. And the efficacy of campaign promises, arty platforms, and verbal resolutions of the grave probems of the moment can be ascertained by means of trial alloons, leaks, managed news, polls that employ highly ophisticated techniques of questioning, disclaiming, proecting. But there is no way of judging the full role layed by words used in that particular action we call a oem—their special ordering, their sounds, their rhythms, ıeir suggestions and overtones, the realities they evoke –in maintaining the sanity of any given human being r the moral soundness of the soul of a civilization. How ffectively poetry does its work eludes the computer. uch a view is not romantic; it is a hard, cold, scientific ıct about language and the human psyche. To profess ıch a belief is not to cling to a mystique nor to indulge ı sentimental consolations. It is rather to acknowledge a istorical truth.

An idea I used to entertain during the troubled years the forties, when all of the arts, indeed life itself, seemed be threatened by the destructive forces then loose in ıe world, was to compel those who were in the position negotiate for the great powers to sit down and listen gether to Beethoven's Quartet in B-Flat Major. I felt nfident that, if nothing else, that passage in the Fifth lovement over which Beethoven scored the word *bekmmt* (anguished) would awaken sufficient compassion effect an expeditious peace. Unfortunately the idea is nciful. I am not suggesting that the one whose finger is ised above the button at the awful instant will check movement because Cummings' "my father moved rough dooms of love," once encountered in an underaduate literature course, suddenly resurrects itself in s brain. The hope is rather that poetry in its oblique ay will keep the finger from ever hovering above the ıtton, will permit us to disassemble all of the buttons. ven though it is doubtful that those who shape our poical destinies most directly will ever have Rilke's Duino egies inscribed in their minds and vibrating along their rves, such a possibility must always be open to them. ıd some assistant of something who is in touch with me adviser of someone who is in touch with some undercretary of what-have-you who is in touch with some ll secretary who is in touch with a president or a premier—perhaps poetry will have worked its subtle but powerful way upon him. By means of such electricity poetry functions.

LET me try to fit my single point about language into the larger picture. In our world the poet makes it possible for us to touch reality in that he renews the power of words. He enables us to discover some truth about ourselves and our situation. Socrates' "Know thyself" is indeed fine advice, but, as Plato has Aristophanes explain in his comic myth in *The Symposium,* we are all divided men with more than one self. And our Humpty-Dumpty world is in pieces. By means of language the poet provides us with images that permit us to hold all of our various selves and all of the fragments of our broken world together, at least now and again. And these renewals in the moment of the poem are like baptisms in a common pool where we share experience with others despite differences of place, nation, culture, even time. In the shared action of the poem, bathed in reality, we feel that we enjoy more in common with others of our species than we have differences. By means of poetry we may be released into communion, we may achieve what Conrad calls "the solidarity . . . which binds men to each other and all mankind to the visible world." That communication is desperately called for is a commonplace of our urgent time. Perhaps without communication no communion that will enable us to deal with suffering, to render ourselves fit for survival, is possible. It would seem that we must learn to use words first with ourselves so that communication when it breaks down can be repaired —again and again and again. In so doing we may affect, shape, change ourselves, if not into gods, at least into *human* beings. Thus considered language is indeed more than a tool. It demands to be treated as something of value in itself and for itself. We must respect it, pay homage to it, court it. If we fail or neglect to do so, even its practical immediate value will be lost. Poetry is the reverent renewal of language.

AS for the past and as for what is to come, perhaps human destiny *is* chiefly physics and chemistry and biology, or geology, or even astronomy. Perhaps Homo sapiens is not a discernible speck in space let alone a meaningful form in process. And perhaps suffering is without significance, survival beyond our will. Given poetry, at least we will have voiced a cry in the face of such immensities, a cry which we have heard ourselves and responded to. To do so is surely to be beyond dumb existence. As another voice in Williams' *Paterson* pleads:

> *Poet, poet! sing your song, quickly! or not insects but pulpy weeds will blot out your kind.*

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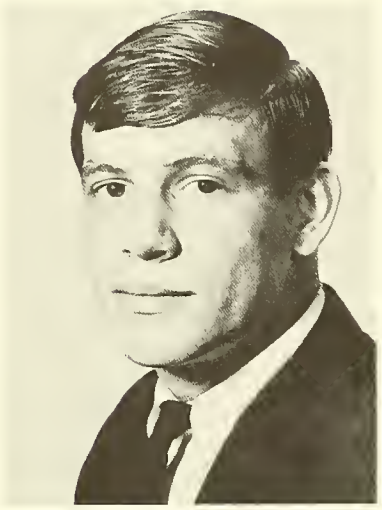
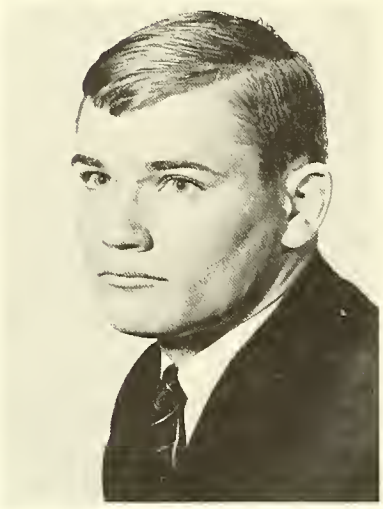
The World of Sports



Paul Maczuzak



Dick Kaufmann

Bisons Set to Open Grid Season

Over the summer Coach Carroll Huntress has had time to evaluate the Bison football fortunes for 1967, and he feels that Bucknell could spring some surprises in the Middle Atlantic Conference this fall.

Delaware and Temple appear to be the teams to beat. The Blue Hens topped the M. A. C. last season with an unblemished 6-0 record. The Owls, although only 2-2 in 1966, have a host of lettermen returning and could prove to be very tough.

Two proven veterans, Dick Kaufmann and Paul Maczuzak, will co-captain the squad since captain-elect Jim Henn was blocked by academic difficulty. Kaufmann, an outstanding student and an active member of the Fellowship of Christian Athletes, is also co-captain of the wrestling team. Last season, one week before the opening game, Dick was switched from fullback to defensive end, and was named to the Eastern College Athletic Conference team of the week for his all-out effort against the Bullets. He was a first-team selection on the M. A. C. eleven and second team All-Pennsylvania.

Maczuzak last year won virtually every award available. The young offensive tackle was All-M. A. C., three times he was named to the E. C. A. C. weekly unit, won first-team honors on the E. C. A. C. team of the year, was first team All-Pennsylvania and named second team Little All-American.

"Both Maczuzak and Kaufmann have shown fine leadership qualities throughout the past season," said Huntress. "Both these boys are willing to sacrifice when it is needed to help the squad. We're very fortunate to have two young men of their caliber."

Previewing the 1967 team proves to be somewhat difficult since several players have been moved to new positions. Bruce Smith, the club's top rusher last fall with 697 yards, has been moved from tailback to wingback to take advantage of his quickness and breakaway ability. This All-M. A. C. choice is capable of nabbing the football, side-stepping the initial defender, and going all the way. This could cause many defensive safeties around the league a lot of trouble this season.

Another player changing position this season will be Jeff Graham. A junior from Darien, Conn., he played mostly as a second-string tackle i '66, but seems to have made the tran sition to center.

Joining Graham on the forwar wall is Gene Sabo, 220-pound senio from Donora. Gene has been an o fensive stalwart for the past two cam paigns, turning in superb perform ances at both guard and tackle. Othe offensive linemen include Dic Weaver, senior guard from Kan and Jack Duff, senior guard fro Freeport. At the ends the Bisons wi have Bill Rech, junior from Philip burg, and Tom Fallon, senior fro Baltimore, Md.

According to Coach Huntress, B son fans will be able to watch pe haps the finest quarterback in th East, Sam Havrilak. This is the la who took over the signal-calling d ties midway against Penn at Fran lin Field last season and led th Thundering Herd to an upset 28-2 victory. In five games, the Monesse junior hit on 41 of 81 passes for 47 yards, rushed for 484 more and w the team leader in total offense wi 845 yards.

Also stacked in Huntress' I-form tion will be tailback Frank Arent wicz. When Smith was injured la in '66, Arentowicz, a junior from D ver, N. J., displayed great balan and agility with his running, finis ing the year with 484 markers, se ond best on the squad. Four soph more potential starters are tailba Dave Vassar (6′-2″, 200), wingba John O'Reilly (5′-11″, 187), B Bair (6′-1″, 185) and quarterba Barry Nazar (6′-1″, 180).

On the defensive eleven, the I sons appear to be in good shape. F turning veterans include Kaufman, Lou Gallis, defensive tackle, Ste Zarlinski, defensive tackle, and Rog Jones, converted from fullback to d fensive end. In the defensive bac field, Huntress has returning Pa Tomlin, Tom Pawlina, Ron Moy and Craig Butler. Jeff Spotz, star out linebacker in spring drills, w join sophomore Dick Cerretani a possibly Corky Steinhart. Two soph mores will be at the defensive ha back slots, Bill Radcliffe (5′-11 170) and Randy Ruger (5′-1 180).

On Dean's List

Eleven athletes from eight sports achieved the Dean's List at Bucknell University for the spring 1967 semester, including two who had grade-point averages of 4.0. The Dean's List represents academic achievement of a 3.2 grade-point average or better.

The two scholars who achieved the highest average were senior Bob Charles, Tyrone, Pa., captain of the track team, and sophomore Ron Billings, Toughkenamon, Pa., track and basketball.

The nine other athletes who earned distinction in the classroom were seniors Dick Baxter, Poland, Ohio, co-captain of the swimming team; and Roland Garwood, New Canaan, Conn., soccer; junior George Brinser, Elizabethtown, Pa., wrestling; and sophomores Frank Arentowicz, Dover, N. J., football and baseball; George Beals, Sea Isle, N. J., track and basketball, Sam Havrilak, Monessen, Pa., football, Bob Simons, Wayne, N. J., track, and two golf lettermen, Bob Cheek, Pittsburgh, Pa., and Bob Gray, Harrisburg, Pa.

Sports Information Director

David P. Wohlhueter of Ithaca, N. Y., has been named director of sports information at Bucknell University. For the past two years Wohlhueter has been assistant director of public information and sports information director at Ithaca College, his alma mater.

In college he was a varsity letterman in tennis for three years and was sports and special events director for radio station WICB. After receiving his bachelor of science degree in television and radio in 1960, he joined the staff of radio station WDOS in Oneonta, N. Y., as sports director and continued in that post until 1965, except for two years of army service. In August 1965, he accepted his present post at Ithaca College, an institution serving 3,100 students on a new $35 million campus.

At Bucknell Wohlheuter will succeed N. Linn Hendershot, who has become assistant director of public relations for the Atlanta Falcons of the National Football League.

Coach Robert Shaw

Name New Coach

Robert H. Shaw, head football coach at Niles McKinley (Ohio) High School for two years, has been named assistant football coach at Bucknell University. He will handle the offensive line for head coach Carroll Huntress and will also serve as assistant professor of physical education.

A graduate of Clarion State College, he led Niles McKinley to an undefeated season last year and to an overall 16-2-2 record, winning Coach of the Year honors in the Mahoning Valley last fall. He was also selected as head coach for the North squad in the all-star game at Canton in August, but resigned this position because of his assignment at Bucknell.

The new Bucknell coach served as line coach at Brookfield (Ohio) High School in 1957 and as line coach at Niles McKinley from 1958 to 1964. During this period the Dragons posted a 55-5-6 record, were undefeated four times, and were twice named state champions.

Shaw, who also earned a master of science degree at Westminster College and served three years as a Lieutenant in the U. S. Navy, is married and the father of two boys and two girls.

VARSITY FOOTBALL

Sept. 16	Boston U.	A–1:30
Sept. 23	Gettysburg	H–1:30
Sept. 30	Cornell	A–2:00
Oct. 7	Lafayette	A–2:00
Oct. 14	Lehigh (Homecoming)	H–2:00
Oct. 21	Penn	A–1:30
Oct. 28	Rhode Island	A–1:30
Nov. 4	Temple (Parents' Weekend)	H–2:00
Nov. 11	Colgate	A–1:30
Nov. 18	Delaware	H–1:30

FRESHMAN FOOTBALL

Oct. 6	Lafayette	A–3:00
Oct. 13	Lycoming	H–3:00
Oct. 20	Gettysburg	A–3:00
Oct. 28	Lehigh	H–1:30
Nov. 6	Bloomsburg	H–3:00

VARSITY SOCCER

Sept. 23	Lafayette	H–12:00
Sept. 30	Elizabethtown	H– 2:00
Oct. 4	Gettysburg	A– 3:00
Oct. 7	Rutgers	A– 2:00
Oct. 14	Colgate (Homecoming)	H–10:30
Oct. 18	Penn State	H– 3:00
Oct. 21	West Chester	A– 2:00
Oct. 28	Pittsburgh	A– 1:30
Nov. 1	Lehigh	A– 3:00
Nov. 4	Susquehanna (Parents' Weekend)	H–12:00
Nov. 11	Lycoming	A– 2:00
Nov. 17	Delaware	H– 3:00

FRESHMAN SOCCER

Sept. 30	Elizabethtown	H–2:00
Oct. 7	Rutgers	A–2:00
Oct. 18	Penn State	H–3:00
Oct. 26	Lock Haven	A–3:00
Nov. 7	Penn State	H–3:00

VARSITY CROSS COUNTRY

Sept. 23	Lafayette	A–2:00
Oct. 4	Gettysburg	A–3:00
Oct. 14	Fairleigh - Dickinson & Delaware (HC)	H–2:45
Oct. 18	Bloomsburg	A–4:00
Oct. 25	Dickinson	H–4:00
Oct. 31	Juniata	A–4:00
Nov. 11	Susquehanna	A–2:30
Nov. 17	MIDDLE ATLANTICS at Temple	

FRESHMAN CROSS COUNTRY

Sept. 23	Lafayette	A–2:00
Oct. 4	Gettysburg	A–3:00
Oct. 14	Delaware	H–2:45
Oct. 18	Bloomsburg	A–4:00
Nov. 17	Middle Atlantics at Temple	

Mr. George R. Faint, registrar, ended 38 years of service to Bucknell in March.

Miss Martha Henderson receives honorary doctorate from President Watt. She completed 41 years of service in August.

FOUR MEMBERS OF UNIVERSITY STAFF RETIRE

One member of the Bucknell University faculty and three members of the administrative staff retired during the 1966-67 academic year. They include Mr. Robert Ewing, associate professor of English; Mr. George R. Faint '25, registrar; Miss Martha Henderson, administrative assistant to the dean of the college of arts and sciences; and Mrs. Esther B. Long '47, director of food services.

Mr. Ewing began his teaching career at Bucknell 20 years ago. Responsible for journalism courses, he was co-author of a text in this field, *Modern Journalism*. Early in his career, he wrote two plays, "Stray Leaves" and "Happiness COD," the latter being made into a motion picture. He also adapted "Trojan Women" (1947) for the stage.

Mr. Faint's service to Bucknell spans a period of 38 years. After receiving his B.A. degree in 1925, he served as secretary to the dean and instructor in English before entering Crozier Theological Seminary, where he was awarded a bachelor of divinity degree in 1929.

Before accepting an assignment as registrar and instructor in English at Bucknell Junior College in Wilkes-Barre in 1933, Mr. Faint was an assistant in the administration and taught English at the University. He received his M.A. degree from Bucknell in 1934. In addition to his duties at the junior college, now Wilkes College, he served as supply pastor in several churches in the Wilkes-Barre area. He returned to the Lewisburg campus in 1946 and became veterans' liaison officer, a position he held until 1947 when he was made acting registrar. He was appointed registrar in December 1948.

The George R. Faint Prize, established in his honor by colleagues at the University, will be awarded for the first time at Convocation exercises. It will go to the student whose first three years at Bucknell shows outstanding promise in a major field of study.

Miss Henderson, who received the honorary degree of Doctor of Humanities at Commencement, ended 41 years of service to Bucknell on August 31. A native of Williamsport, she joined the University staff in 19[illegible] as secretary to Dr. Romeyn H. Riv[illegible]burg, then dean of the Universi[illegible]. Since then she has served as admin[illegible]trative secretary to the late Dean W[illegible]liam H. Coleman and Dr. Karl Ha[illegible]zell, and as administrative assistant to Dr. Mark C. Ebersole and Dean Le[illegible] Pacala.

Omicron Delta Kappa, honor[illegible] leadership society for men, prese[illegible]ed her, in 1946, a special certific[illegible]e of commendation in recognition [illegible]f her contributions to student life. S[illegible]e has provided counsel for several ca[illegible]pus groups, serving as an advis[illegible]y member of Mortar Board, honor[illegible]y leadership society for women, and [illegible]f the advisory board of Pi Beta [illegible]hi sorority.

Mrs. Long, a native of Sunbu[illegible], joined the Bucknell staff in 1941 [illegible]s assistant dietitian. She became di[illegible]tor of food services in 1950.

A member of Kappa Delta Soror[illegible], she received her M.A. degree fr[illegible]m Bucknell in 1949. She also is a m[illegible]ber of the American Association [illegible]f University Women and the Am[illegible]ican Dietectic Association.

Former Dean Malcolm Musser, left, and Trustee Robert Rooke congratulate Mrs. Esther Long on award presented by Bison Club.

Mr. Robert Ewing, associate professor of English, completed 20 years of teaching at Bucknell in June.

Publications Award

The *Bowdoin Alumnus* won top national honors in the Time-Life-Sports Illustrated competition for outstanding achievement in improvement of alumni publications. The award was made July 3 at the general conference of the American Alumni Council held in San Francisco, Calif.

In addition to *The Bucknell Alumnus,* publications selected for the national competition included alumni magazines from the universities of Chicago, Oregon and Utah; from Stanford University, Hollins College and Abilene Christian College.

Reactivate Fraternity

The Bucknell Chapter of the Sigma Alpha Epsilon fraternity will be reactivated in September. The chapter, known as Pennsylvania Zeta, was closed down by the Supreme Council of the fraternity in June, 1966, at the request of the University.

The decision to permit reopening of the chapter and its house on St. George Street was made following a series of meetings between fraternity and college officials, according to John C. Hayward, dean of student affairs.

Fraternity officers, alumni members of the House corporation, and undergraduates wishing to resume residence in the house will meet with Dean Hayward and the staff of the Dean of Men prior to the opening of college (September 13) to discuss the guidelines under which the house will operate during the coming year.

Notice of the reopening was given by Dean Hayward in a letter to the president of the Chapter House Corportion, in which he said, in part, "We see the present situation as an opportunity for S. A. E. and the University to work cooperatively in the development of practices and procedures for building a fraternity chapter on the campus which could, in two or three years, serve as a model for all fraternities at Bucknell."

Dean Hayward expressed the hope that new cooperative procedures would eventuate in a chapter that would meet the needs of students for a largely self-governed organization and at the same time meet the University requirements that fraternities be actively concerned with and engaged in the intellectual and cultural life of the school, operating in an orderly, efficient fashion.

To this end, an assistant to the dean of men will be assigned this fall to work with all campus fraternities in the development of effective procedures in such areas as budgeting and financial record keeping, purchasing, maintenance, and planning and conducting social and cultural affairs.

Motel Accommodations

We have prepared a list of the motels and hotels, with telephone numbers, within 25 miles of Lewisburg and will be glad to send you a copy for your use. Just write Alumni Headquarters, Bucknell University, Lewisburg, Pennsylvania 17837 giving your name and address and asking for "Hotels and Motels in Lewisburg area."

BIG BAND REUNION AT HOMECOMING

October 14

Complete Details on page 17

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BUCKNELL UNIVERSITY
LEWISBURG, PA. 17837

Join Your Friends at HOMECOMING

Friday, October 13

Freshman Football (3:00 P. M.)
Bisons vs. Lycoming College

Bison Club Round-up (8:00 P. M.)

Saturday, October 14

Bison Club Breakfast (8:00 A. M.)

Varsity Soccer
Bisons vs. Colgate University (10:30 A. M.)

ALUMNI LUNCHEON (11:45 A. M.)

Varsity Football
Bisons vs. Lehigh University (2:00 P. M.)

BUCKNELL
THE ALUMNUS

NOVEMBER 1967

Dr. Willard Smith — Class of 1956 Lecturer

BUCKNELL
THE ALUMNUS

Vol. LIII, No. 2 *November, 1967*

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ON OUR COVER

Prof. C. Willard Smith has been photographed many times in his more than 40 years on campus, but we liked this candid shot the first time around. His story is on page 38.

At right is one of the famous photos of the late President John F. Kennedy. It's by CBS-TV and was taken for one of the early documentaries exploring executive skills in the White House.

The admonition applies to managers as well: they won't get "tomorrow's jobs with yesterday's skills" either. And without firmer grounding in the emerging public-policy dimensions of their trade, many just won't qualify

EXECUTIVE SKILLS:

The Repetoire Needs Enlarging

By Dr. Walter G. Held '43
Senior Staff Member, The Brookings Institution

TODAY'S manager—despite his vaunted sophistication—is still something akin to a man wearing a pair of blinkers. True, he has learned much about technology; has picked up some knowledge of the uses of the computer; and has even toyed furtively with the arcane insights of the decision theorists. Names like Fayol, Graicunas, Urwick and Mooney or Dickinson, Mayo and Likert are not unknown to him. The first group has sharpened his understanding of "chain of command," "span of control," and other "principles of management," while the second has increased his appreciation of the interaction of groups of individuals in the work situation. Much he knows; but in a very real sense he is not on top of his job. For he is, to a considerable extent, unaware of how his social, economic, political and cultural environment is changing the business of managing.

Yet if the manager is ignorant of these things, he is not entirely to be blamed. The management theory that he so generously soaks up reveals a striking penchant toward introspection, with relatively little attention to the world in which business is challenged to survive and grow. For the most part, the executive or managerial job has been treated as if the skills needed to do it could be grown in greenhouse style and transplanted to the factory or executive suite without regard to an effective understanding of the surroundings in which they are to be exercised.

This is not to deprecate the great value or significant contributions of the conventional approaches to management theory. It merely suggests that this theory, being essentially empirical, has entered a new phase in its development which requires the addition of "outward-looking" dimensions. Greater emphasis upon the interaction of environmental factors with those of function, individual, and group is vital.

Such an emphasis is not easy for either the theorist or practitioner, since it involves many subjects and complex substance. The manager must not only dip his hand into sociology and politics—besides the traditional economics—but it must be international politics and the cultures of diverse peoples, for these factors, as much as domestic considerations, affect the conduct of his business.

For both corporate management and those concerned with the educational preparation and development of business executives, all this implies significant redirection and change. The technical, administrative and human relations skills that have been the hallmarks of executive or managerial development now must be supplemented by new expertise in the environmental aspects of business activity.

TO explore the full dimensions of these aspects obviously is beyond the scope of this article. What follows is an effort to delineate some of the political and governmental factors that make up the public-policy dimensions of the manager's job. This term embodies the total interfaces of business and government. Some of these are highly visible; others, however, are so deeply rooted in a private-enterprise and business-oriented socie-

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ty that considerable sophistication is necessary to identify and relate them to the role of business in society.

Today's executives are often perplexed by the varying roles that government has come to play in the management of their businesses. This puzzlement frequently leads to frustration and attitudinal problems that are many times rooted in ideological beliefs. There is a changing relationship—and perhaps balance of power—between business and government, and neither his "experience" (in a broad psychological sense) nor his education and training have equipped the manager to deal effectively with this phenomenon. He generally has been accustomed to consider government an antagonist of the "competitive private enterprise system," and his own function solely that of maximizing corporate profits. His world has been neatly packaged into "business" and "government," each with its respective functions. And where these two forces interact, the confrontation often results in, at best, a state of "cold war."

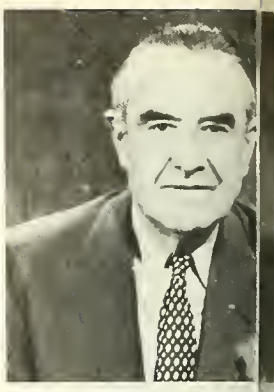
Yet it is no longer possible to view the world as neatly compartmentalized. Business policies and actions are too intertwined with the fabric of society, national goals, and the government's role both nationally and internationally. The modern manager's quandary becomes both clear and understandable: he must now cope with a new force in his world—one that has always seemed foreign to his system or values and outside—or so he thought—his scope of responsibility.

The interests of business and government have become closely meshed on several fronts. The business executive discovers many times that his major problems are becoming distinctly less "business" and more "societal" in one or another of their aspects. Increasingly, he is discovering that the societal problems appear governmental in nature. Through regulatory agencies, as a purchaser of vast quantities of goods and services, by the use of subsidies, taxes, spending, and other techniques to promote certain goals, as a "partner" in solving social problems, and as a competitor, government manifests its relationship with business in numerous and complex forms.

Although no major government regulatory bodies have been created in recent years, existing ones have increased their volume of activity. Changes in the status of antitrust policies, coupled with ambivalence and uncertainty, have led business to become much more concerned with the activities of the Department of Justice and the regulatory bodies.

IN addition, the scope and action of virtually all agencies of the Federal government have been magnified as social and economic or political problems have become more clearly identified, and government action or intervention judged appropriate. Not that government has always been cast in a regulatory or negative role. Often, its role has been positive in form, and government and business have become partners in the search for solutions to national problems. Similarly, government has promoted numerous activities of concern to business and

PIERRE SALINGER
Former Newsman



AVERILL HARRI
Former Industri

has been a provider of much information pertinent to its operations.

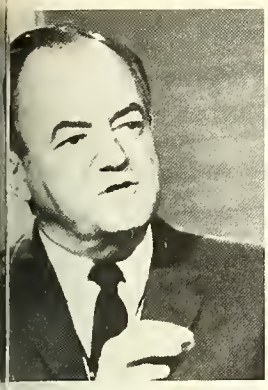
Through the Business Advisory Council, the Council of Economic Advisors, and numerous government advisory committees, in which business has been prominently represented, government and business have cooperated to develop solutions for fiscal and economic policy problems and for those in the field of labor-management relations. In such programs as the War on Poverty, business has worked with government in attacking training, unemployment, and discrimination problems. Likewise business has cooperated with government in seeking to increase trade and limit capital outflows to ease the balance-of-payments problem. Numerous other examples may be cited of business and government joining forces to attack problems that involve economic stability and growth, defense, education and other matters of public interest.

The interdependence of business and government has been increasing over the years. Businessmen are often reluctant to accept this premise, but it is unlikely that the trend will be reversed to any marked degree, as political and other events of the last several years have demonstrated. A continued growth of these interrelationships as reflected in the job of the Washington representative of a major corporation, was forecast early in this decade at a Brookings Institution round table. A group of corporate representatives concluded, in part:

". . . the representative a decade hence will continue to discharge broad marketing functions . . . these will be intensified . . . In the R&D field particularly there will be a strengthening . . . between the company's and the government's laboratories and staffs . . .

"It is probable that most large companies will have Washington offices and that many medium-sized or even smaller companies will also have offices . . . The offices themselves will probably be larger."

Many business leaders and educators are familiar with these developments, but they are deeply divided as to a proper response. A satisfactory theory of the changing roles of business and government has been hard to achieve and has centered on a philosophical reconciliation of "voluntarism" and "freedom of enterprise" with "government intervention" or "partnership" in business actions.



BERT HUMPHREY
Former Professor

DEAN RUSK
Former Foundation Head

MANY leading industrialists in this and other countries have sensed the substance and nature of the change and have attempted to adapt traditional values and management theory to it. Among those in the U. S. are Thomas J. Watson, Jr., Chairman of I. B. M.; Frederick Kappel, Chairman of A. T. & T.; Lammot du-Pont Copeland, President of DuPont; Thomas Gates, Chairman of the Morgan Guaranty Trust Company; David Rockefeller, President of Chase Manhattan Bank; and Sol Linowitz, ex-Chairman of Zerox International. A number of scholars have also been calling attention to the importance of the changed relationships between business and government. Sumner Slichter at Harvard, Calvin Hoover at Duke, Kenneth Boulding at Michigan, Richard Eells at Columbia Business School, and John Corson at Princeton have been among those who have recognized and commented on the broad managerial realities of government and business today. However, those who have been vocal on all sides of the issue have varied widely in their advice to business. Some have urged it to measure up to its social responsibilities; others have denied the existence of any such responsibilities.

In 1962, Gilbert H. Clee forcefully highlighted the substantive character of changing business-government relationships in an article entitled "The Appointment Book of J. Edward Ellis." The schedule of a fictional Mr. Ellis clearly showed that:

"The logic of events (right or wrong, avoidable or unavoidable) had made the government the greatest single influence, and very frequently the dominant influence, in many aspects of his business—its growth, its policies, its prices and wages, and its profits . . ."[1] After reflecting on this phenomenon, he sought rationale and told his operating committee, somewhat nostalgically:

"For whatever help it may be to you, I want you to know that I am convinced the government is going to wield a substantial, and probably an increasing, impact on our company during the next few years. I realize that many of us wish this were not so. But this wish has no realistic relationship to the facts of life in our country or to the trends in international affairs. Many of these facts or trends we may personally deplore . . ."[2]

Ellis need not have concerned himself with the impact of the Federal government alone, for the growth patterns of the state and local levels of government also forecast increasing and basic changes in their relationships with business. Similarly, his forecast of an impact for "the next few years" probably reflected an ideological conservatism, which viewed such change as a series of terminal events rather than a continuing process.

WHEREAS recognition of the substantive character of changing government-business relationships seems to have been of relatively recent origin, and for the most part concentrated in this decade, business leaders and educators have for approximately fifteen years exhibited an increasing awareness of the enhanced importance of government in society. Generally, interest was directed at those facets of government activity which had the most overt or direct effect upon particular business actions, or at the election process in general. These efforts appear sporadic, hesitating and uncertain. Nevertheless, beginning in the early 1950's, there were numerous stirrings among segments of the business community.

The exact stimulus for this arousal is difficult to identify. For one thing, business had become conscious of the political power of labor and believed itself adversely affected by its use. Other more positive motivations undoubtedly existed as business began to develop an "action" role which would require greater involvement in political and governmental matters.

Horace Sheldon, commenting on this in 1959, said:

". . . it would be wrong to cast the new business-in-politics movement as simply the counterpart of union political action . . .

"Architects of many of the business political programs in fact take a larger view. They see participation in political affairs by businessmen as something intrinsically desirable and necessary, quite apart from the union aspect . . . The tax, spending, tariff, procurement, antitrust, and foreign aid policies of government, all have a direct bearing on business. In reality, of course, the businessman's stake in government is coextensive with government itself . . ."[3]

THE historical development of the business-in-politics movement in the relatively recent past is difficult to document with precision. During the early 1950's, isolated cases involving individual company programs

1. Gilbert H. Clee, "The Appointment Book of J. Edward Ellis," Harvard Business Review, November-December, 1962, pp. 85-86.

2. Ibid, p. 90.

3. Horace E. Sheldon, "Businessmen Must Get Into Politics," Harvard Business Review, March-April, 1959, p. 38. *Fortune* generally substantiates this view, although it places stress on "action and passion" as the basic motivating forces, and gives a minimal role to factors of rationality related to business progress. See "Corporations Make Politics Their Business," *Fortune*, December, 1959.

were reported in the journals, and the General Electric Company was a leader in these efforts. In 1955, the Effective Citizens Organization, a corporate-sponsored, nonprofit organization, was set up to stimulate more active political participation by businessmen, and apparently did much pioneering work. In 1957, the local Manufacturers Association in Syracuse developed and conducted a successful "practical politics" program which included a "Political Primer for Management," other educational materials and a series of seminars. Subsequently, the National Association of Manufacturers and the United States Chamber of Commerce brought out action courses in practical politics.

All of these combined to create an awareness among businessmen of a new and developing mix in the relationships between business and government. *Fortune* Magazine reported in 1959:

"The 'practical politics' seminar is certainly not very weighty in intellectual content, but it has pulled thousands of young businessmen into the picture, created an enormous amount of publicity and talk, and given the whole business-in-politics movement an exciting grass-fire effect . . ."[4]

However, the emphasis of these efforts was and remains upon "citizenship action," or how to become an intelligent participant in the "party of one's choice." Most such efforts include some educational content, but the stress is upon methods and techniques for encouraging and equipping employees to "participate effectively in the selection, nomination and election of the best qualified people to office—local, state and national."[5] Customarily, little attention is given the substance of public policy processes and problems, or the underlying educational disciplines necessary to deal effectively with them.

The success of these efforts has been mixed. But from the standpoint of developing a more adequate theory of management, they have been especially useful. Growing executive awareness of government and its changing impact on business has helped create a climate in which business executives are encouraged to recognize and understand the "public policy aspect" of their jobs.

But these efforts are just a beginning. Much has to be done before businessmen can begin to tackle the broadening dimensions of their jobs. What changes are necessary in the educational preparation or development of the business executive?

FIRST, management theory must be reconciled with the world of reality in which modern business management must operate. It must turn outward. When one looks "outwardly" for necessary managerial skills a number of conceptual areas may be identified as requiring attention. Political and governmental factors are not only recognizable but are already an integral part of the managerial matrix. Just as with other elements of management, the public-policy dimensions may vary in importance by management level, time, the size, location, nature of the company, and other factors, but it exists and managers require appropriate skills if they are to achieve optimum performances.

Research is needed to define more precisely the nature of these skills and the proficiency required in them. The disciplines of political science and political economy must be made more meaningful and relevant to effective business management in a modern, changing world.

Secondly, greater and more imaginative effort in educational preparation and development is needed to equip managers with the necessary new skills. Obviously every manager need not be a political scientist or political economist, but as a minimum he must be given an adequate exposure and be "sensitized" to the importance of public policy, the processes by which it is made, and the factors that are relevant to public policy issues and their impact on business.

Further, he must be schooled in the various value systems involved in such matters, and the ways in which business can constructively deal with them. Reason and enlightened pragnatism, a philosophical approach that he normally applies to other aspects of business decisions, must replace the ideological motivation that so often guides his reactions to public policy matters. Traditional attitudes toward government and societal problems require constant reevaluation in terms of the general public interest, since the usefulness of business action is often directly proportional to its breadth of viewpoint.

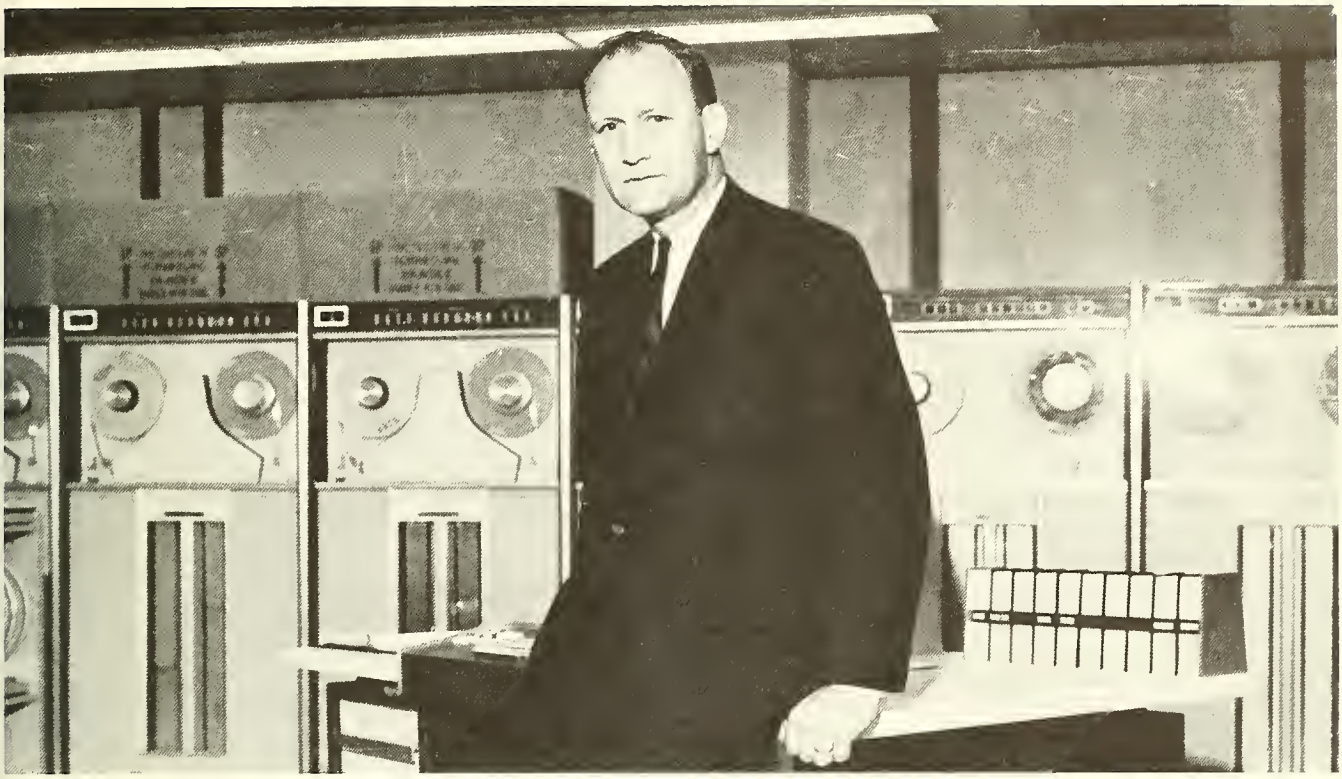
The education of business executives has been a subject of continuing concern since the critical reports of

Continued on Page 43

4. *Fortune*, op. cit., p. 101.
5. U. S. Chamber of Commerce, "How to Organize a Public Affairs Program in Your Business," Washington, D. C., 1964

ABOUT WALTER HELD

A political scientist, research specialist and educator, Dr. Walter G. Held '43 has served since 1960 as a member of the senior staff and director of business programs in the Advanced Study Program of The Brookings Institution, Washington, D. C. He received his M.A. and Ph.D. degrees from American University and served on the faculties of that institution and of Bucknell. Currently, he is serving on the faculty of George Washington University as a professorial lecturer, and he is a frequent lecturer at executive development programs conducted by private industry and government. Before joining the Brookings staff, he served as director of the Government Operations and Expenditures Program of the U. S. Chamber of Commerce. His prior experience includes service as supervisory auditor and management analyst, Office of the Chief of Ordnance, U. S. Army; and deputy comptroller and special assistant to the Commanding General and Chief of Staff at Aberdeen Proving Ground, where he won a meritorious service award for improving management and efficiency. During World War II, he served as a line officer on a Navy attack transport. He is married to the former Eleanor Parry '42, and they are the parents of three children.



Robert C. McGowan '47 in computer center of C&O-B&O System.

COMMUNICATIONS:

An Expanding Role In Management

By ROBERT C. MCGOWAN '47
Vice President, Chesapeake and Ohio Railway Company

THE railroad industry is in the midst of an information explosion. More than a decade has passed since the C&O installed the first large-scale computer system in operation on America's railroads. And if the marriage of computers and communications in our industry has not yet been consummated, the courtship is well along. Practically all the larger carriers have made substantial investments in computers and communications equipment and have major programs underway aimed at development of so-called "total" management information and control systems.

Using C&O-B&O as an illustration, we now have ten large-scale computers in operation. This data processing complex is in turn fed by a 65,000-mile private Teletype network blanketing the entire system as well as off-line sales offices. In many respects, computer-oriented information systems are rapidly becoming the lifeblood of the management process.

In the combination of modern computers and communications facilities, railroads have opened the door to a vast potential for improvements to the transportation system, increases in efficiencies, and lowering of costs. Despite the substantial progress that has been made, however, railroads have only begun to sample the benefits that exist. More innovation and creative thinking, more effort in developing, selling, and implementing new concepts will be required if we are to capitalize on this new technology.

The areas of communications and signaling are one of the most important keys to open the door to tomorrow's railroad. How do we go about using this key? There are in my opinion, six questions that may help to put the job that must be done into better perspective.

First, how deeply are the technical experts in the field of communications and signaling involved in the systems planning activities going on in their respective companies?

The words *"systems planning"* are used quite deliberately because communications and signaling facilities must be viewed as integral parts of the systems—whether they be information, operating, or control systems—that are vital to the proper functioning of the company. In order to contribute to systems planning activities, communications and signaling officers must have a broad view of overall company operations—they must know what the users of communications and signaling systems have in the way of requirements and problems, not only as they exist today but as they are likely to exist in the future.

To do the job requires considerable fact-finding within their companies and systems analysis. They should be a powerful force from within to encourage the linking together of diverse activities. Frequently the systems approach can best be undertaken by the communications men because only they have an appreciation of existing or potential capabilities to integrate. They are in a position to see many opportunities for systems integration even before the operating department, for example; and they should not hesitate to make constructive proposals. Furthermore, the technical and economic feasibility of their communications and signaling systems can and should have a major impact on the over-all planning going on within the company.

Question two: How knowledgeable are the communications and signaling technical experts about developments in other areas of railroading, which today or sometime in the future will have an impact on communications and signaling?

IF they don't now have a pretty good working knowledge of computers, they are already behind the times. They should be familiar not only with this generation of computers, but also should have some insight into the direction of development of future generations. The time-sharing capabilities of computers alone will bring about closer coordination and integration of process control, communications switching and data systems functions. They should also know about the many different types of accident prevention devices—hot box detectors, dragging equipment detectors, high water detectors, etc.—and how they fit into their company's system planning. They should be current on ACI developments: motion scales, yard automation, traffic control systems, new data input and output devices, radio. And despite the goals of automation, they cannot ignore development relating to human engineering aspects—people will continue to play a major role in railroad systems.

To do the kind of a "systems planning" job mentioned earlier, a good insight into these developments is vital. The experts are literally in the position of having to "run fast to stand still" with the pace of new developments inside and outside of our industry.

The third question deals with the general subject of quality and reliability, and whether we have adequately appraised the more stringent requirements that will be superimposed on our communications and signaling systems by the more heavily automated-railroad of tomorrow.

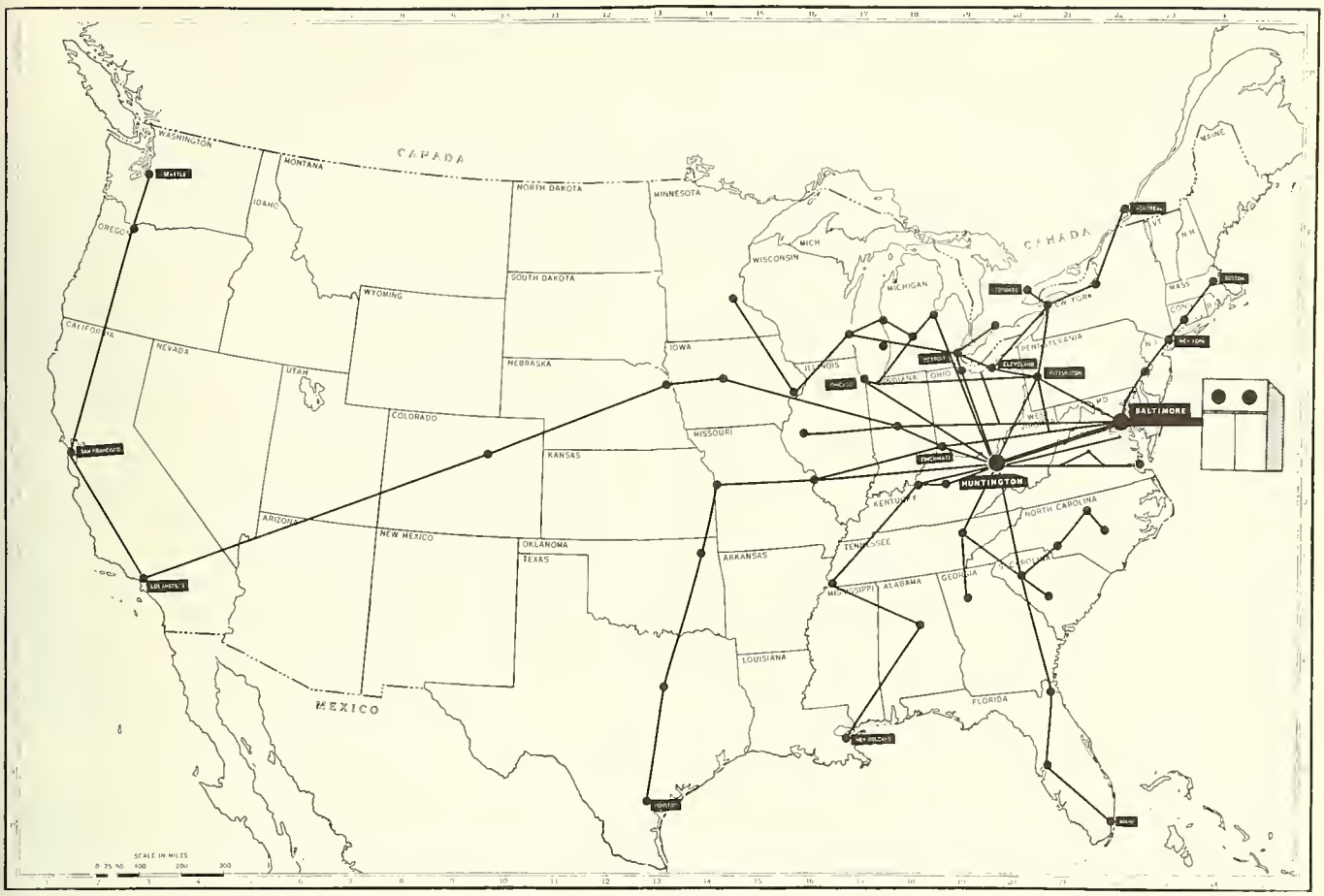
Fail-safe signaling has been a byword in the industry for decades. With more extensive automation, fail-safe communication becomes equally important. We will need much greater reliability in instrumentation and sensory devices. With automation we will need much more in the way of detailed, accurate, and timely information about such things as roadway condition, weather, train operation, and other conditions; and we will want it as nearly continuous as economically feasible. CTC and automated hump yard experience indicate the direction of development toward higher quality and more reliable communications and signaling systems. However, with more extensive automation these requirements will become much more stringent. The provision of reliability may take the form of component redesign or redundancy in the system.

Even in the area of data systems, the need for greater accuracy and reliability will become more critical as these systems become an integral part of the management process on the railroad. "Mean time to failure" will become a more important measure than "percent availability." Have we done an adequate job of appraising probable future requirements from the standpoint of their impact on what we are doing and thinking about today?

Fourth is the problem of integration—systems integration.

PRESENT day systems and those on the drawing boards will rely heavily on communications. For most of today's communications needs, full-period dedicated Teletype or voice channels represent an economical solution to the problem. However, with new systems we will require an increasing number of input-output locations at many widely scattered locations on our railroads. Volumes from each location may be relatively low. If we are to minimize communication cost, assigning full period channels to these scattered pickup and delivery points will be out of the question. A logical solution will be to use, on a shared basis, our existing and proposed telephone networks. Some railroads have very complete Direct Distance Dial systems. These, with their automatic switching capabilities, offer an opportunity to use touch tone or similar devices as data terminals on a dial-up, shared usage basis.

There is also an important need to integrate the various separately-operated signaling systems in existence today. The tying together of individual CTC systems is an obvious example. But there is also a need to integrate



This map shows the C&O-B&O System which utilizes RCA 3301 computers to perform message switching for a 65,000 mile communications network. This system is fully integrated with an on-line, real-time computer system that monitors the movement of the 150,000 freight cars on C&O-B&O, and provides information for sales and operating management.

the separate signaling systems on low-density lines into the larger systems.

At present there are reasonably clear lines of demarcation between signaling and communications systems. They overlap to a degree, but in general they retain their individual identity. In the future, with increasingly automated operations, the unique skills of each of these fields must be combined to produce the control systems to fill our needs. Many studies already point to the desirability of tying the future signaling system intimately to a communications network.

Part of the system will be on board the train, part will be track side, part will be at a central control point. An automated railroad that requires intelligent commands to be transmitted to hundreds of locations, controlled by computer-type logic and requiring at least the degree of reliability and safety of present day signals, is an example of what I mean. Integration of skills will inevitably lead to the further integration of the signaling and communications organizations on railroads.

Fifth, how good a job have we done within the industry in translating the results of systems-planning efforts into requirements and specifications for suppliers—to encourage them and make it possible for them to orient their research activities toward the solution of our problem?

DEVELOPMENT of concepts and related hardware flowing from space and military programs make possible some dramatic improvements in our communications and signaling systems. We are fortunate in having equipment manufacturers and suppliers who have the skills and resources to help us in adapting these new developments to the solution of our problem. However, in many respects, a supplier's willingness to engage in research aimed at solving specific problems for us is heavily influenced by his appraisal of how good a job we have done in defining the basic need. We must shift emphasis away from specifying hardware and do a better job of defining performance requirements if we are to provide suppliers with the flexibility needed for innovation.

The technical experts in these areas have the responsibility to encourage, and to the extent necessary, insist, that suppliers make every effort to incorporate this new technology in the equipment we purchase. In effect they

must be prepared to contribute heavily to the suppliers' market research activities. Again, we can only expect suppliers to perform in response to the requirements as defined by the industry.

The last question deals with industry-wide pooling of communications facilities.

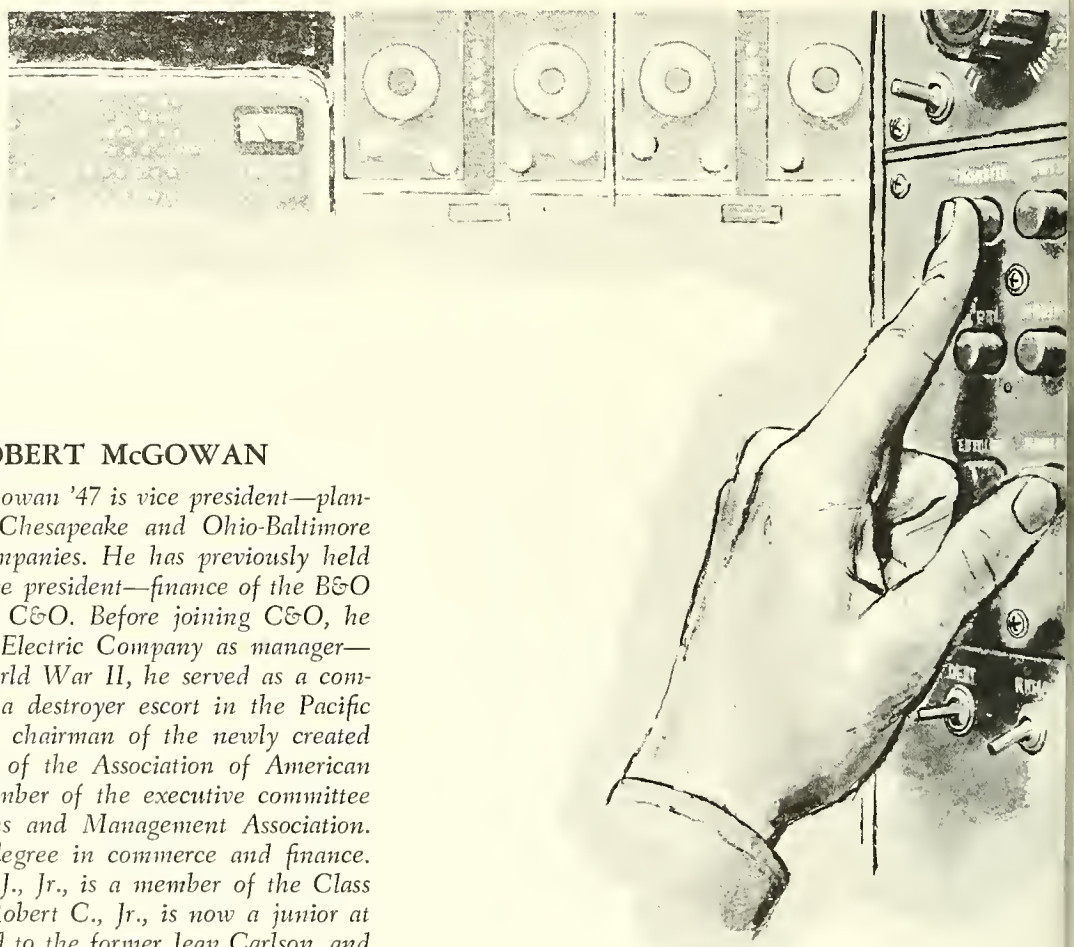
I will be the first to admit that I don't know whether it's a good idea or not—or what areas it is good in and to what extent it is feasible. I do know that the airlines seem to benefit from ARINC. And we are aware that certain railroads have found voluntary pooling arrangements for segments of their communications systems to be desirable. Also, the industry has been approached from the outside with proposals to do the job for us—SURCOM.

But have we within the industry made a serious evaluation of the potential benefits from whole or partial pooling of communications facilities? The AAR Data Center currently being considered within the industry will probably not fill this need, since it will be heavily oriented toward data processing. Primarily, we need such an evaluation because this may represent a major opportunity for the industry to make a significant improvement. However, of almost equal importance is the need for the industry to react intelligently to such proposals originating outside the industry. And while we're at it, we should not pass off too casually as "blue sky" the possible use of a nationwide communications network based on current communications satellite developments.

THESE are the six questions which indicate the job to be done. With a few word changes these same questions undoubtedly could be put to officers representing other functional areas of railroading—to the data systems people, to the transportation people, or to others. This is because it is of equal importance in each of these areas that we stress the need for a systems orientation and for greater emphasis on systems planning.

As we move toward the automated railroad of tomorrow, the water-tight compartments that characterize the individual departments on railroads today must disappear. The perspective of people must change and, in fact, the structure of the organization must be drastically modified. The communications and signaling field—by the very nature of its function—should be among the leaders of this change.

This article first appeared in the May 1967 issue of *Modern Railroading*. It is reprinted by permission of the publisher.



ABOUT ROBERT McGOWAN

Mr. Robert C. McGowan '47 is vice president—planning of the affiliated Chesapeake and Ohio-Baltimore and Ohio Railway Companies. He has previously held positions as assistant vice president—finance of the B&O and comptroller of the C&O. Before joining C&O, he was with the General Electric Company as manager—budget systems. In World War II, he served as a communications officer on a destroyer escort in the Pacific area. Bob was the first chairman of the newly created Data Systems Division of the Association of American Railroads, and is a member of the executive committee of the Railway Systems and Management Association. He received his B.S. degree in commerce and finance. Bob's brother, Edward J., Jr., is a member of the Class of 1944 and his son, Robert C., Jr., is now a junior at Bucknell. He is married to the former Jean Carlson, and the family residence is in Towson, Md.

Blazing New Trails

Dayna Brewer '69 worked this summer at an unusual occupation for a woman. Her story was told by Ruth Heimbuecher in a feature article for the Sunday, August 13 edition of the *Pittsburgh Press.*

A junior this year, Dayna is majoring in engineering. She plans to be a civil engineer and to specialize in urban planning or sanitation.

But, this summer, she got creosote on her hands and clothes, dust in her face and kidding from her co-workers —all males. The first woman in the history of the Waynesburg Southern Railroad—a subsidiary of the Pennsylvania—to work out in the field, Dayna was employed as a junior engineer. A new, 35-mile stretch of track was laid from Waynesburg, Pa. —Dayna's hometown—to West Virginia. Dayna's duties included seeing that specifications for laying the track were followed.

However, on-the-job training is not new to Dayna. In the summer of 1966, she worked in design for the Pennsylvania Department of Highways, finding that experience quite helpful in her studies. When an official for the Pennsylvania Railroad visited Bucknell to interview prospective employes among the seniors, Dayna applied for summer work and got it. She didn't know at the time that the Pennsylvania was building the Waynesburg Southern right through her home town.

What kind of a job did she do? Fred D. Day, chief engineer on the project, told Ruth Heimbuecher: "She's going to be a good engineer. She's a real conscientious girl—got her nose sunburned, her hair bleached, her hands creosoted working on the ties and never complained once."

Dayna's also the member of a minority—she's the only woman in civil engineering at Bucknell. She told Miss Heimbuecher that she thinks she'll see the day when women engineers won't be freaks. "But it'll be a long, long time," she said.

Meantime, she helps build railroads and to blaze new trails for women.

Photo: Pittsburgh Press

By DAVID KAHN '51

PEOPLE always ask, How did you become interested in cryptology? and How did you come to write so big a book?

It began when I was thirteen. I read a book on codes and ciphers and was hooked. I became an amateur cryptologist, making up ciphers, breaking them down, joining the American Cryptogram Association, writing articles, collecting books. Then, in 1960, when two Americans from the U. S. codemaking and codebreaking agency defected to Russia, I did an article on the importance of cryptology for *The New York Times Magazine*. Next morning, when I got to work at *Newsday*, three publishers had called to ask me to do a book. It was one of the greatest days in my life. I finally signed with Macmillan.

The book started out as a manual on how to solve simple ciphers, with a historical introduction. But the effects of cryptology on the affairs of men proved so interesting and so unknown—it had never been studied

HOW ONE BUCKNELLIAN

ABOUT DAVID KAHN

After graduating in 1951 from Bucknell (where he was a Sammy, editor of THE BUCKNELLIAN, *sports editor of* L'AGENDA, *and a member of six honorary fraternities), Dave worked at a variety of jobs for a few years until he went to work in 1955 as a general assignment reporter for* NEWSDAY, *the Long Island daily that is today the seventh largest afternoon paper in the United States. He stayed with them for seven years, covering murders, fires, courtroom dramas, developments in science, civic fights, the United Nations—and ghosts. The latter gave him his biggest story, that of "The House of Flying Objects," which attracted nationwide attention and was put on television. It involved the apparently non-human moving and breaking of objects in an ordinary home in Seaford, Long Island. Neither the police nor Dave ever discovered the force that displaced the objects, and the case remains a mystery to this day.*

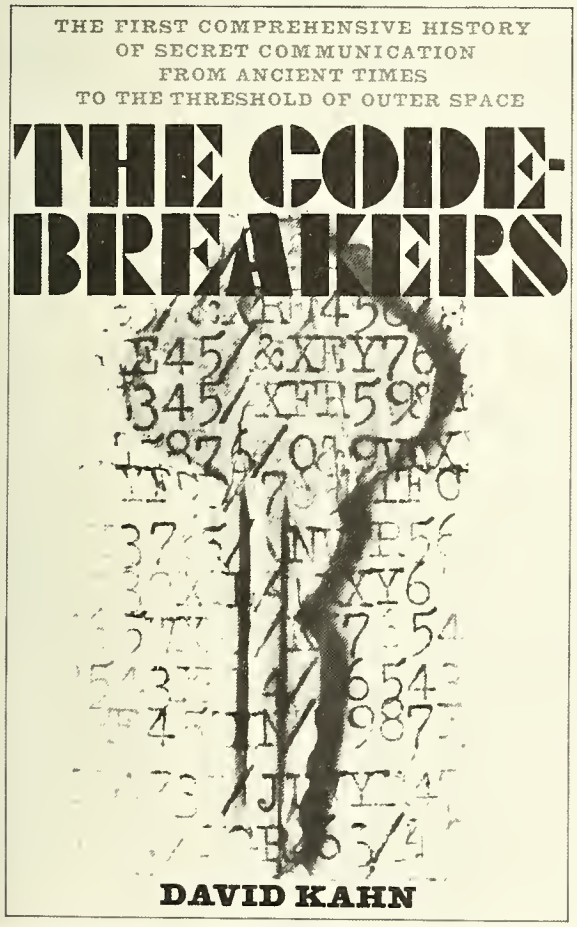
He quit NEWSDAY *early in 1963 to devote full time to* THE CODEBREAKERS. *He thought it would take six months. It took two years and six months. (Fortunately, he had some money saved.) When it was nearly done, he did what he had always wanted to do and went to France to live. There, after finishing the book, he got a job on the* HERALD TRIBUNE. *He stayed in Paris for two years, half the time in a pension de famille and half in an apartment at 45, boulevard Saint-Germain—and he loved it. Just before the book came out, he came home.*

Photo **of David Kahn by Chance de Widstedt, Paris**

before—that I soon found I was on page 200 of the typescript of that historical chapter and not yet out of the 1600's! I decided at first to split the history into several chapters. Then a little later I changed the plan of the book to a chronological one, with the methods of solution coming in at the proper point in the development of the science. The book grew and grew because so much of the material was new, because cryptology had played a role of high importance in World War II, and, more basically, because cryptology involves communication, the activity that makes man a social animal and so impinges upon innumerable facets of his behavior. The book took about two years part time and two and a half full time to write.

Much of the intellectual exploration that gives writing a book its excitement takes place in libraries. Most of mine took place in the New York Public Library—and I often think that without a large library like that, in which one can find the obscure journals that are referred to in footnotes and that contain valuable information, no major work of research can succeed. But running down the facts also takes legwork. I interviewed cryptologists or relatives of cryptologists in half a dozen countries under greatly varying conditions.

WROTE HIS BOOK



I SPOKE to General Luigi Sacco in his large apartment in Rome as the setting sun burnished the Tiber to a liquid gold. Dr. Hans Rohrbach greeted me in his apartment in Mainz, where we sipped Rhine wine from long-stemmed glasses as he reminisced about his work as a World War II cryptanalyst for the German Foreign Office. In his house perched on a cliff outside Stockholm, Carl-Otto Segerdahl told some funny stories about solving German codes as all the while his six-year-old blonde daughter dashed in and out of the living room and perched on his lap. The interview with General Cesare Amè, World War II head of Italian military intelligence, took place under pressure: my date was in a hurry. Charles Eyraud met me in his office in Paris and related war stories in machinegun French while almost asphyxiating me with those evil-smelling French cigarettes.

The interview with Rudolf Schauffler, one of the chiefs of the German Foreign Office cryptanalytic service, was the most depressing one I had. Elderly, not old, but broken by sickness and the ersatz food of the war years, he shuffled around his chilly apartment, barely able to put a pot of water on for tea. As rain dripped slowly from the gray sky, he ended our talk by saying, "A bridge builder can see what he has done for his countrymen, but we (German 7 codebreakers) cannot tell whether our life was worth anything." Intimations of mortality! But as I drove back to Stuttgart from his little Black Forest village of Urach, the rain stopped, the sun came out, lighting up the hills and a distant valley, and I felt as if I had come back from the realm of the dead to the world of the living.

Most of the interviews took place in the homes of the ex-cryptanalysts. They were ordinary houses, but to me they seemed something special. Thus I was faintly surprised when I pulled up to the simple brick home at 2300 Peggy Drive in Silver Spring, Maryland, and found that it looked no different from the others on its block, that it gave off no supernatural glow, that no news photographers were clustering around. For inside lived retired Navy Captain Wesley A. Wright, a principal architect of the Japanese code solution that enabled the United States to turn the tide of war at Midway, and I had half expected that the structure itself would be literally radiating the glamour of housing a man who had helped shape the course of history!

In addition to the face-to-face interviews, I asked questions by mail. Usually a letter of a page or two would come back—though some never answered at all—but in a few cases the generosity of my informants astonished me. A retired admiral wrote seven single-spaced pages, giving a colorful picture of World War I U. S. Navy cryptography. In Japan, a city editor and a professor of anthropology sent essays of about 20 pages each, providing me with nearly all of my information of the Imperial

Newsweek

When BOMB Is 6214

"Stud poker," Herbert O. Yardley once remarked, "is not a very difficult game after you see your opponent's hole card." In the game Yardley played, he consistently looked at his opponent's hand. He dealt in codes. It was 1920 when, as a State Department cryptologist, he first broke the Japanese diplomatic cipher at his secret headquarters in a New York City brownstone nicknamed the "Black Chamber." Yardley's early feat was the beginning of a cryptanalytic capability that enabled the U. S. by 1940 to construct the "PURPLE machine," a device that actually duplicated the Japanese encoders. PURPLE worked so well that State Department officials were soon reading dispatches even before code clerks at the Japanese Embassy deciphered their own messages. The same capability enabled the U. S. to shatter the Japanese fleet off Midway Island in 1942 and to pinpoint and sink scores of German U-boats operating in the North Atlantic toward the end of the war.

How well Yardley and others have played the game of cryptology is documented in a new book, *The Codebreakers* (1,164 pages, Macmillan. $14.95), by David Kahn, a 37-year-old amateur cryptologist. "Code breaking is the most important form of secret intelligence in the world today," writes Kahn. "It has been estimated that cryptanalysis saved a year of war in the Pacific, yet the histories give it but passing mention."

OBBM: The first known cryptogram, Kahn notes, was hammered into the rock tomb of an Egyptian nobleman nearly 4,000 years ago. The science developed slowly but, by the ninth century A.D., Arab grammarians had evolved complex cipher alphabets, which they later used to conceal their tax revenues. During the Renaissance, Venetian doges supported cryptography schools. But it was not until this century that cryptology assumed worldwide significance. In 1917, British cipher experts broke a telegram that German Foreign Minister Arthur Zimmermann wired to his ambassador in the U. S. for relay to the German legation in Mexico City. Decoded, the telegram proposed an alliance between Germany and Mexico against the United States. If some congressmen at first suspected the cable was an Allied hoax to draw American support, they quickly gave way to an aroused public when the cable proved genuine. In a month America was at war.

Aside from providing a chronology of the dark science, Kahn offers laymen a short lesson in cryptology.

Japanese Navy's cryptanalytic effort. (They each get a free copy of the book!)

A NON-FICTION writer's progress mostly consists of following references from one source to another. But sometimes there is a burst of excitement as fate unexpectedly leads him down a byway to a totally unsuspected treasure.

One time, I was heading down to Washington to do some research, and I stopped off at a cocktail party in New York. I hadn't really wanted to go, because I was in a hurry, but an old girlfriend was giving it and she had insisted. I chatted for a while with her current boyfriend, and it came out that I was doing research for a book on codes and ciphers. Surprised, he told me that, while a lawyer in the Defense Department, he had handled a case in the Court of Claims involving a cipher machine inventor named Hebern. He also mentioned that he had used the Patent Office files on an interference between a Hebern patent and one from I. B. M. When I got to Washington, I looked up the documents, which were unknown even to professional cryptologists—and came out with the fascinating untold story of the man who devised what is today the world's most widely used system of cipher.

In another case, I was skimming through a number of *The American Historical Review* in the Great Neck Library—that being a lot easier than actually sitting down to write. I came across a review of a book published in English but in Denmark, *The Myth of Egypt and Its Hieroglyphs in European Tradition*. It sounded as if it might be valuable for my section on the decipherment of hieroglyphs, and I looked it up when I was next in the New York Public Library. Sure enough, it enabled me to recount the numerous failures that preceded Champollion's solution, these being as much a part of the story as the final success and giving my account more suspense and more depth than it would otherwise have had. But, more important, the book helped me throw light on the problem of why people associate cryptology with black magic. For, in tracing European attitudes to hieroglyphs through the centuries, the book revealed to me the existence of a mystical philosophy based on the works attributed to Hermes Trismesgistus, a legendary Egyptian priest. I discovered that this Hermetic doctrine, a kind of Christian kabbalah, had helped stain cryptology with the taint of occultism that still persists. Thus a lucky find while browsing added a new dimension to the history of cryptology.

Then there was the time I saw, in the National Archives in Washington, their mimeographed guides to German records captured in World War II and being microfilmed. I picked up a set—who knew what they might have?—and in one of them I found the letter of the German postal minister to Heinrich Himmler reporting that the German post office had succeeded in solving the transatlantic radiotelephone scrambler often used by Roosevelt and Churchill!

INCIDENTS of this kind are more than merely entertaining. They teach a lesson—and the lessons learned may often be as valuable to the writer as the material itself. These particular cases illustrate how important it is to extend one's research beyond the narrow range of the immediate subject.

Sometimes, as in these cases, this merely brings out new material. But the main advantage is in providing a perspective of the whole. I remember how, in writing about some political telegrams that played an important role in American elections in 1876, 1878, and 1880, I got the answer to "What does it all mean?" only when I departed from the articles describing the cipher solutions and looked instead into the politician's biographies.

Another lesson I learned in writing the book was something that now seems obvious but was not when I began: to ask at the source that knows. For example, a scholarly article on Arab encyclopedias that I happened on mentioned how one of them covered a great variety of subjects. The article said nothing about cryptology. But on the chance that the author might have run across it somewhere in his researches, I wrote him. Back by return mail came an offprint from the *Journal of Semitic Studies,* which I probably would never have seen. It showed that the Arabs had practiced cryptanalysis long before the West—and provided me with the most important historical breakthrough in my whole book. Again, I knew that in World War I, the chief assistant to the famous American cryptologist Herbert O. Yardley was Dr. J. M. Manly, one of the world's great Chaucerian scholars and a member of the faculty of the University of Chicago. I asked the university library there whether they had his papers. They microfilmed for me his correspondence with Yardley, which explained the financial reasons that led Yardley to write *The American Black Chamber,* probably the most famous book in the history of cryptology. It should have been evident from the start that this kind of asking is what I should have done more often, but it wasn't until I had had good results in several cases that the lesson crystallized.

A third lesson was the importance of archival material. When I first began the book, I was sticking pretty much to published works. It was Barbara Tuchman's *The Zimmermann Telegram* that really opened up to my view the fact that unpublished documentary records also existed as sources. I realized this when, in following her references, I was checking the original Zimmermann telegram in the National Archives and saw in the files some useful additional material. The lesson was followed up when I obtained microfilms of 18th-century cryptanalyses from the British Museum. But it was really driven home when, after I had written one of my World War I chapters, a former cryptanalyst (and later a U. S. ambassador), J. Rives Childs, lent me his entire set of World War I cipher papers. I had to redo the entire chapter, so compelling was the wealth of detail. Such wealth is rarely found in, say, memoirs. Moreover, the many dates in such documents permit the historian to set up a chronology and thus to posit trends and tendencies that might otherwise

The code maker begins his assignment with "plain text," the message to be encoded or enciphered. First he may, through transposition, shuffle the letters of the plaintext. Thus, the plaintext BOMB might become OBBM. Or, the code maker may replace the plaintext letters with other letters, or numbers. Hence BOMB might become 6214 or WXYZ. And to complicate the message further, he may drop in a few "nulls" (meaningless ciphers) or combine the techniques of substitution and transposition. The code maker may resort to steganography—hiding messages with invisible inks and micro-dot photography within his apparently innocuous texts. Radio messages can be camouflaged also by "spurt" transmission, which produces a signal much like the runaway sound of a rewinding tape recorder. Finally, the cryptologist can feed his plaintext messages into cipher machines that can range from a simple typewriter device to a high-speed computerized encoder.

As Kahn explains it, code is different from cipher. A code usually consists of words, phrases, letters and syllables with code words or numbers to represent them. In ciphers, the letters themselves are replaced. At this stage, however, simplicity ends.

High Spies: Indeed, there is nothing simple about cryptology as it is practiced today by the Soviets, whose eavesdropping trawlers roam the oceans, or by the electronic supersanctum of the U. S., the National Security Agency, which snoops on the world's encoded diplomatic and military chatter through a network of more than 2,000 radio intercept stations. Even the Vatican uses complex diplomatic codes—and presumably is being monitored by NSA. The science of code breaking is practiced even in space. Currently, dozens of American ferret satellites weave intricate orbital patterns over the Soviet Union, recording radio communications.

Beyond the orbits of spy satellites, some scientists see an even higher role for cryptology. Drawing on the syntax of mathematical logic developed by such theoreticians as Bertrand Russell, Hans Freudenthal of the State University of Utrecht has devised a code-like language called "Lincos"—short for "lingua cosmica." Lincos's vocabulary consists of radio signals of varying lengths and frequencies and is punctuated by pauses of varying duration. Freudenthal believes the language could be used to establish communication with intelligent extraterrestrial life. According to Kahn, Freudenthal assumes that the creatures of outer space with whom he would be communicating possess the same understanding of mathematical logic that humans do. If the Dutchman's lingua cosmica should ever be put into practice, radio cryptology—so long a means of secret communication—could become the lingua franca of the universe. (October 2—Page 48)

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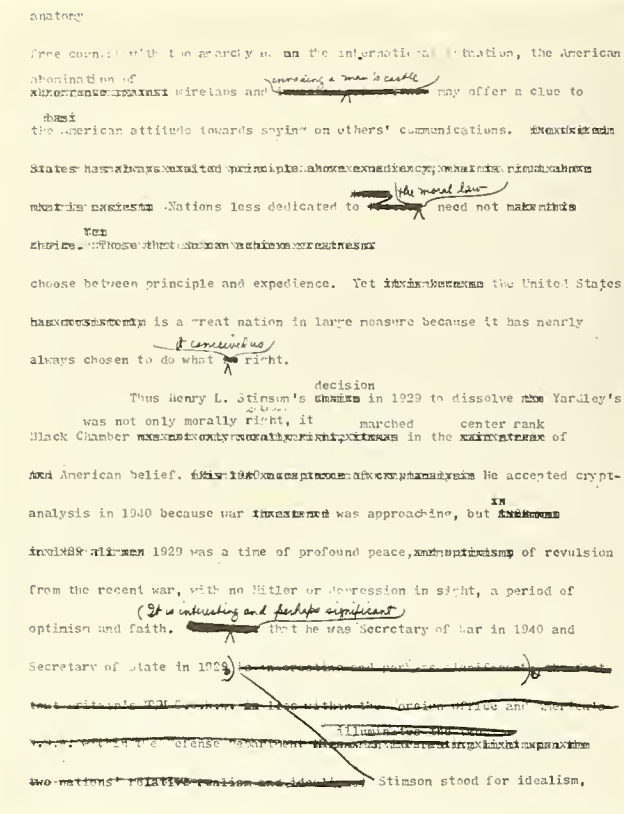
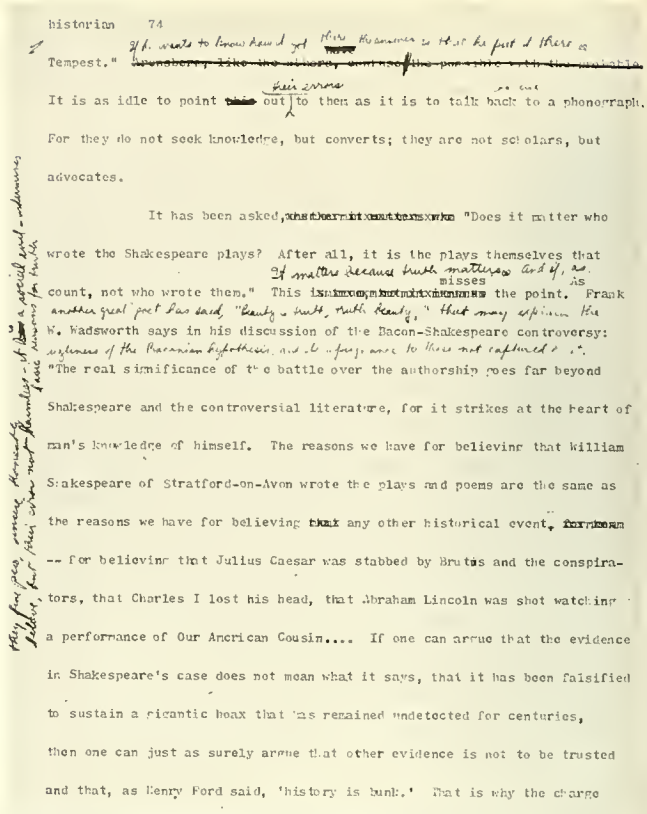


anatomy

free country with the anarchy on the international situation, the American abomination of wiretaps and invading a man's castle may offer a clue to the American attitude towards spying on others' communications. Nations less dedicated to the moral law need not choose between principle and expedience. Yet the United States is a great nation in large measure because it has nearly always chosen to do what it conceived us right.

Thus Henry L. Stimson's decision in 1929 to dissolve Yardley's Black Chamber was not only morally right, it marched in the center rank of American belief. He accepted crypt-analysis in 1940 because war was approaching, but in 1929 was a time of profound peace, of revulsion from the recent war, with no Hitler or depression in sight, a period of optimism and faith. (It is interesting and perhaps significant that he was Secretary of War in 1940 and Secretary of State in 1929) Stimson stood for idealism,



historian 74

Tempest." If he wants to know how it got there the answer is that he put it there.

It is as idle to point out their errors to them as it is to talk back to a phonograph. For they do not seek knowledge, but converts; they are not scholars, but advocates.

It has been asked, "Does it matter who wrote the Shakespeare plays? After all, it is the plays themselves that count, not who wrote them." If matters because truth matters. And if, as misses the point. As Frank another great poet has said, "Beauty is truth, truth beauty," that may explain the W. Wadsworth says in his discussion of the Bacon-Shakespeare controversy: "The real significance of the battle over the authorship goes far beyond Shakespeare and the controversial literature, for it strikes at the heart of man's knowledge of himself. The reasons we have for believing that William Shakespeare of Stratford-on-Avon wrote the plays and poems are the same as the reasons we have for believing any other historical event, -- for believing that Julius Caesar was stabbed by Brutus and the conspirators, that Charles I lost his head, that Abraham Lincoln was shot watching a performance of Our American Cousin.... If one can argue that the evidence in Shakespeare's case does not mean what it says, that it has been falsified to sustain a gigantic hoax that has remained undetected for centuries, then one can just as surely argue that other evidence is not to be trusted and that, as Henry Ford said, 'history is bunk.' That is why the charge

It is a long way from the typewriter to the published tome. Some of this material appears on page 758.

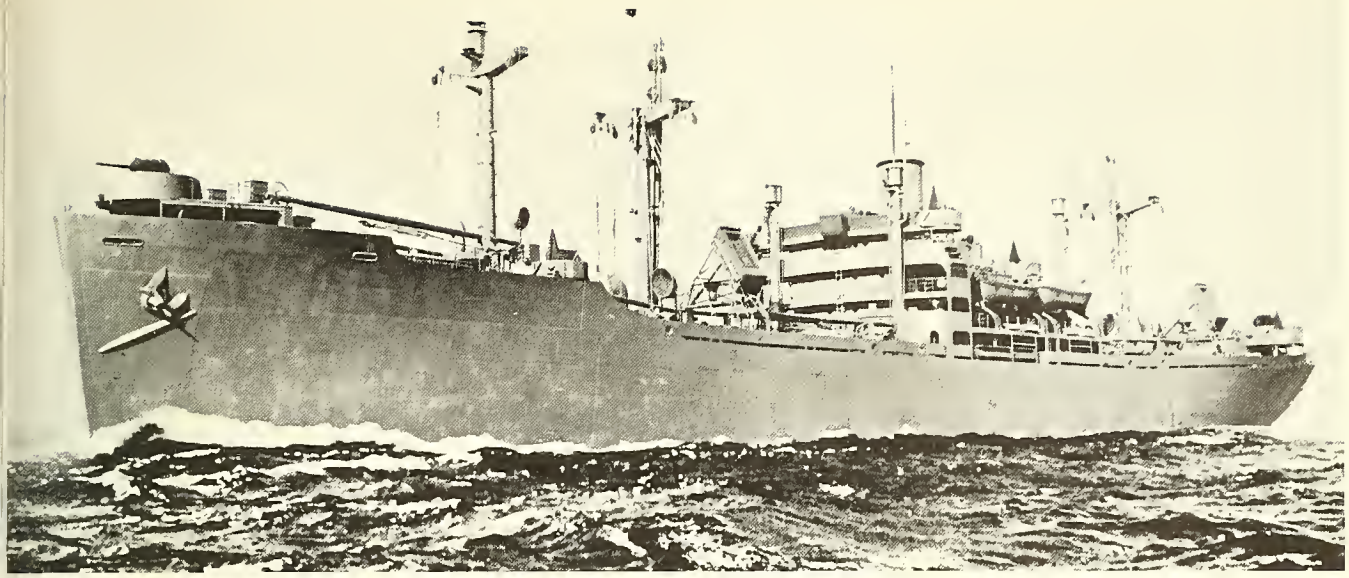
Early draft of Dave Kahn's manuscript. Some of the material appears on pages 890-1 of published work.

escape him. Thus these sources add to both the factual and the theoretical richness of a history.

BUCKNELLIANS might wonder what the contribution of their university was to all this. There were several.

In the first place, innumerable term papers had made me familiar with the basic reference tools. In the second, my sociology courses, for example, had introduced me to the major names in the field. Thus when I needed some material on the Navaho language, I knew that Kluckhohn would be a solid authority. The University course gave me a philosophical background that helped me orient myself at certain points in the book—and also gave me some textbooks that are cited in the notes. There was the influence of teachers. Two especially were often present in my mind: Dr. Mildred Martin, who taught me English 201 (Expository Writing), and Dr. Gladys Cook, who taught me French and scholarliness. I frequently found myself thinking, Would they have been proud of this? They inspired me to reach for what was right more than I otherwise would have done. But Bucknell's greatest contribution was the thought that if I wrote a good book, it would reflect well upon the university.

So now it's done. And so now people ask, What's next? Another book? Maybe. It's very hard to write, it's rather lonely, and every time you take a cup of coffee you feel you should be at the typewriter. Of course, when it's all over it's very satisfying. You have something to show for your work, and you know that you've contributed something. So perhaps some day I will do another. But for the moment, I'm savoring the pleasures of this one. One of those pleasures is realizing that this book is the first of its kind in the whole history of the world. And it was a Bucknellian who did it!



Of World War II vintage, the "Bucknell Victory" again sails the seven seas.

The Varied Worlds of Bucknellians

Back in Service

The "Bucknell Victory," a World War II vintage Kaiser Victory Ship, is back in service.

That's the word from Navy Commander James E. Galloway '49, who sent us photos of the ship in the harbor of DaNang, Vietnam.

A cargo carrier which slid down the planks at the Kaiser Shipyards in California back on February 10, 1946, the "Bucknell Victory" was outfitted with a ship's library by the University. Following service in the Pacific, the ship was decommissioned. This is the first information received to date on reactivation of the craft.

Commander Galloway, following a year's tour of duty in Vietnam, returned to Sunnyvale, California in October to rejoin his wife and their eight children. He is scheduled for duty in Washington, D. C. with the Naval Electronic Systems Command. His wife, the former Jean Rouault (Chestnut Hill '46) and seven of the eight children will make the move with Jim to the nation's capital. His oldest daughter will remain on the West Coast to complete studies at the University of California, Santa Barbara.

Jim received his commission as ensign shortly after receiving his B.S. degree in electrical engineering. Since then he has been assigned to varied projects from Florida to Newfoundland and from California to Vietnam. In addition, he has completed studies for the Bachelor of Civil Engineering Degree at Renssalaer Polytechnic Institute and an M.S. degree in engineering electronics from the Naval Postgraduate School in Monterey, California.

However, he has never sailed on the "Bucknell Victory."

An Editor 'Retires'

When the pulitzer Prize committee meets to hand out prizes for journalistic achievement in Vietnam this year, perhaps they ought to consider Captain Gary Glass '62.

Discharged on August 24, Gary is now on the staff of the Pennsylvania Geological Survey. He is married to the former Charlot Fry and is residing at present in Milton.

As the editor of the only daily newspaper published within the 1st Air Cavalry Division, the former Capt. Glass overcame a series of obstacles that would have driven William Randolph Hearst into the insurance business. But the *Skybeaver Blurb,* the pride of the 8th Engineer Battalion, made its daily appearance with the regularity of the postman.

Looking back over the eight months of the paper's existence, Gary recalled a few of its difficulties:

*A circulation scattered all over the 1st Cav's area of operations, from Phan Thiet, almost as far south as Saigon, to Landing Zone Sandra, well in the north. And how do you get the paper to engineer squads attached to infantry battalions far from any engineer headquarters? "We send them with the chaplain," Glass explained.

*Periodic mortar attacks. The *Blurb* had the news of a night attack on English in print hours before any other newspaper.

*Supply shortages. Gary fanned out a file of back issues to form a peacock's tail of colors. "We printed on what was available — blue paper, pink paper, white, yellow, whatever."

Gary, as the S-2 officer for the battalion, enlisted the help of the other officers and enlisted men of his section in the publication of the *Blurb,* which usually kept at least one man up until midnight, preparing the ditto machine and running it off.

The idea of a daily newspaper first occurred to the 8th Engineers' former commander, Lieutenant Colonel

Charles G. Olentine. Since the men of his battalion were spread out, hundreds of miles apart, the colonel suggested a newspaper to keep the units in touch with one another.

For awhile, the battalion adjutant produced the *Blurb* sporadically in five or six typewritten copies. But only with the assignment of the paper to the S-2 did the paper become daily.

Lieutenant Ronald Coiner wrote the first two or three issues before Capt. Glass "saw it was too much for one guy" and decided to make it a section project. With Lt. Coiner and Capt. Bernard Lofft, Gary gathered material for the paper at staff meetings and from nightly situation

Capt. Gary Glass '62

reports. The S-2 officer on night duty prepared the paper at the battalion's forward headquarters, often finishing at 5 a. m.

Soon, as Gary puts it, "Everyone got into the swing of things." Each company assigned a reporter and daily stories began flowing in. Circulation expanded; where 25 papers had been printed originally, 86 were being printed in early August. Distribution included a daily copy for the Office of the Corps of Engineers in the Pentagon, and one for a lady in Florida named Mrs. Frederickson, who wrote to say that she would like to stay in touch with her son's unit.

The paper changed too. It grew from a one-page, daily-bulletin style production to an expanded paper, sometimes as long as five pages, neatly typed in two columns. The editors illustrated it with small cartoons at the top of page one. The paper didn't miss a day's publication except for three issues while the battalion was moving from LZ Hammond to LZ English.

The content of the paper varies, but the emphasis is always on humor. Each company reports its "hard news"—rotations, awards, new arrivals. Like any newspaper editor, Gary constantly added features—engagement and birth announcements, and ball scores. There are even classified ads; "I got my pipe back in one day," the former captain said proudly.

When a girl wrote from New Jersey to request a pen-pal, the *Blurb* printed her letter and sent her a list of volunteers.

Some ambitious writers have attempted continuing features. "The Adventures of Tarman," featured a peneprime-armed crusader against dust in a daily serial until its author rotated. Gary promptly replaced it with a series of his own called "Nightmare." the 17-day serial began 17 days before the captain-publisher's DEROS in mid-August.

The *Blurb* will live beyond Gary's term as editor. "The new S-2 was broken in and ready to go," said former Capt. Glass. His successor is 1st Lieutenant Wayne Rutledge.

Did his newspaper career give Gary ideas about a new civilian occupation? "It showed me I'm not going to be a newspaperman," said the captain.

Gary received his B.S. degree in geology from Bucknell and his M.S. degree in geology from Lehigh University in 1964. While on his Vietnam tour of duty, he joined seven other Bucknellians for an Alumni Reunion at the home of William Moyer '57 in Saigon (*Alumnus*, November, 1966). He is the recipient of the Bronze Star, the Air Medal and the Meritorious Service Award.

Honored For Teaching

Dr. John Judd Shield '31, associate clinical professor of pediatrics at the Temple University Medical School, was honored this year with the Christian J. and Mary F. Lindback Award for distinguished teaching. The award was conferred by Dr. Millard E. Gladfelter, president of Temple.

Of the award, Dr. Shields says: "It is gratifying to have this recognition of the value of the volunteer teaching done by many practicing physicians."

Chief of Pediatrics at the Abington Memorial Hospital, Dr. Shields practices pediatrics in Jenkintown. He does his part-time teaching of Temple medical students at St. Christopher's Hospital for Children.

A *summa cum laude* graduate of Bucknell with a B.S. degree in biology, he received his M.D. degree from the Harvard University School of Medicine in 1935. He served for three years with the medical corps of the Army Air Force during World War II.

A member of two families long associated with Bucknell, his son James is a member of the Class of 1962. Two brothers, Donald W. '44 and Kevin L. '43, and a sister, Anna K. '38, are Bucknellians. His late mother and father, J. Leigh Shields '06 and Sarah E. Judd I'99, '02, and his maternal grandfather, the late Dr. John T. Judd H'04, a former trustee and treasurer of the University, all served Bucknell during their lifetimes.

New Executive

The new director of marketing for the Dome Division of Miles Laboratories, Inc., is Charles W. Rahner Jr. '50. He joined Dome in May 1966, as director of product planning. Charles earlier had served as director of marketing for the Animal Health Division of Schering Corporation.

In his new position, the Bucknellian will be responsible for sales, advertising and promotional activities for Dome which markets otics, allergens, dermatologicals and therapeutics.

Charles received his B.S. degree in biology from Bucknell and an M.B.A.

Continued on Page 30

REVIEW OF THE CLASSES

EMERITUS CLUB
REPORTER: Dr. Frederick B. Igler '12, 43rd and Locust Sts., Fairfax Apt. 513, Philadelphia, Pa. 19104

HARRY X. KELLY '13 earned new honors recently when he was awarded an honorary life membership card by the New Orleans Board of Trade, Ltd. Harry has been serving as president of Delta Steamship Lines from 1919 until his retirement this past May.

Dr. MABEL GRIER Lesher '01 (permanent address Werner Convalescent Home, East 8th St., Watsontown, Pa. 17777) sent her regrets for the Emeritus dinner saying that medical restrictions prevent her driving. She sent her warm greetings to all old friends.

The management of The Burton Nursing Home in Burlington, Washington, sent word that Mrs. George Shorkley (SARA MERRIMAN) '95 continues to be a sweet old lady who cannot hear but can read. Last year she fell and broke a hip which places limitations on her mobility.

GEORGE E. EDGETT '02 of Tulsa, Oklahoma, sent in his regrets.

The Emeritus dinner on the Friday night of Commencement weekend was a high-spirited affair. If eight who had sent in reservations but found at the last moment that they could not make it had been present, the banquet room would have been too small. STANLEY DAVIES '12 functioned well as a chairman. HERBERT LLOYD '11 pulled off the old baloney as chairman of the Nominating Committee but finally came up with a superb nominee for president in the person of MARWOOD GLOVER '13. There were a number of those present who had bits of wisdom to share including JACK RICE '14, emeritus professor of biology who told us how to be useful though retired. PHARES HERTZOG '10 was the center of laughter on more than one occasion. The success of the occasion was largely because of the work of MAZE CALLAHAN Houseknecht '12.

Among those attending who might not be mentioned by Class Reporters were: VERA D. HASKELL '07 of Montreal, Canada, and BLANCHE STONER Wood '05, MARGARET MATHIAS '08, and CHARLOTTE HULLEY Velte '09.

The Emeritus Reporter thinks that the Friday evening dinner occasion is a good technique for drawing together the older Alumni, and especially those who may feel that if they do return their particular class will have no function. The Reporter wishes that there had been time to circulate among the crowded tables, and pick up some stories relating to Alumni present and absent which ought to be shared through the Alumnus with the larger fellowship. (Note the address of the reporter and send him news.)

1908
CLASS REPORTER: Mrs. John H. Mathias (Margaret W. Pangburn), 202 St. Louis St., Lewisburg, Pa. 17837

The deadline for news of 1908 in this issue of the Alumnus was almost past before I realized it. Having just returned from a wonderful six weeks in Europe with my son, JAY '35, and his wife, MARGIE BLAIR '36, I found in the mail a reminder of my duties as a reporter.

Too late to contact classmates regarding your summer activities, I'll take this opportunity to urge you all to begin to plan for a great reunion in June 1968.

1910
CLASS REPORTER: Miss Mildred B. Cathers, 100 W. 33rd St., Apt. 6, Bayonne, N.J. 07002

We are indebted to GEORGE STOUT '28 for a notice of the death of RAYMOND EASTWOOD July 20 at the hospital in Riverside, N.J.

Raymond was a partner in the firm of Hendricks and Eastwood with offices in the Girard Trust Bldg. before the firm was dissolved. His home was in Riverton, N.J. While at Bucknell Raymond was a member of Sigma Alpha Epsilon.

Surviving are two daughters, seven grandchildren, one great-grandchild, a sister, and a brother Howard, a retired justice of the N.J. Supreme Court. To them goes the sincere sympathy of Raymond's classmates.

1912
CLASS REPORTER: Mrs. H. W. Houseknecht (Maze Callahan), 108 W. Penn St., Muncy, Pa. 17756

"A vacation is a succession of 2's. It consists of 2 weeks, which are 2 short. Afterward, you are 2 tired 2 return 2 work, and 2 broke not 2."

Did you miss me in September? I sent my report as usual to the Alumni Office but somehow it got in the wrong hands and was sent as a class letter. I felt very bad, as that was the first issue I had missed in the 20 years that I have been reporting.

LEON M. CRANDELL retired as borough secretary in Montgomery marking 21 years. He had been borough secretary in Dushore for 15 years before moving to Montgomery. Not sick but a lot of book work to do. His hearing is not too good. He still is a public accountant doing income tax during the winter months.

Now a word from my globe trotters. FRED and Katie IGLER left Phila. June 30, for Boston where friends met them, toured them and dined them and the Hilton Statler slept them. Saturday A.M. left for Boothbay Harbor, Maine, where they gorged themselves on lobsters and clams. Fred said: "There is always beauty in the harbor, Clean air and fresh quiet. No place for the Hippies." The 17th of July they left for their daughter's home in West Hartford, Conn. They missed ART and Sarah WALT2's open house July 4. Elsie and PATTY CONNER were there.

This from HELEN RUTH, July 11, Edmonton, Canada. "This is a marvelous tour of 43 days. Found good weather through Ill., N.D., Minn. and Mont. Banff and Lake Louise very lovely. The snow-capped mountains are breath taking. We ran into a snow storm of 20 minutes on the way up from Jasper. Temp. here 80°. Now on to Alaska, Pt. Barrow and the passion play in S.D."

THOMAS (TIM) O'LEARY '14 passed away Aug. 15 in a hospital in N.Y. Tim, you know, had had a stroke several years ago. This past summer he fell, was taken to the hospital where complications set in. He is survived by his wife, RUBY STUCK, two daughters, HELEN LOUISE MILLER '39, Malvern, and Betty Jane Sudder, Forrest Hills, N.Y. and six grandchildren. Burial was at Lower City. Sincerest sympathy is extended to the family from the Class of 1912.

For our reunion dinner the 1913 Class presented beautiful white carnation corsages to the ladies and a carnation boutonniere to the men. We all felt so elegant and dressed up. A very warm thought which we appreciated exceedingly. So, on behalf of the class, I want to send a very big and warm thank you.

Attended a very lovely 50th wedding reception on Sunday afternoon. It was most delightful. These folks have grown old very gracefully. LOUIS and VIOLET WETTERAU NAUMANN, Edna and RALPH DAVENPORT have already celebrated their 50th Anniversaries. STANLEY and RAMONA LENINGTON DAVIES '15 will celebrate theirs on Dec. 22. There may be others, do let me know. Pop and I will be celebrating ours in two years if I can keep him under control. He is so busy in the kitchen and the refrigerator.

We are going to Etters to visit our younger son and family over the weekend. I'll be all ready sitting in the car waiting very patiently. He has a certain

routine. He goes around and pushes all the buttons on the electric stove, goes upstairs to see the bathroom isn't flooded, etc. He gets in the car, adjusts himself, then says: "Well, I guess we won't burn up the tea kettle this time." I don't turn the other cheek, nor will I tell you what I say.

1913
CLASS REPORTER: Miss M. Delinda Potter, Centre Hall, Pa. 16328

CLAY SANDERS and Mrs. Sanders have two granddaughters, Joyce Christian, a senior at Wilkes this year, and Karen Christian, a freshman at Bucknell. The girls are daughters of HELEN SANDERS Christian '40. Karen was chosen queen for a club in Nanticoke and served in that capacity for the past year.

1916
CLASS REPORTER: Dr. Eric A. Oesterle, 216 18th Ave., N.E., St. Petersburg, Fla. 33704

A recent bulletin of the U.S. Agricultural Bureau found Dr. COLEMAN JOHN HARRIS '12 listed among the first ten of the leading authorities in the conservation of natural resources in the U.S.A.

KIMBER PERSING is disposing of a considerable collection of stamps. We submitted his generous offer of the stamps to members of the V.A. Center at Bay Pines. At this juncture I do not know whether they were taken up.

We are sitting tight while the three hurricanes make up their minds which way to go. Beulah seems the one which could do us some harm but she lost steam after battling with some mountains, and she can still muster up some intensity. We were fortunate the time Donna went up the West Coast. Had the tides been in when she blustered by, we would have had high tides and considerable innundation. Our golf course would have been put out of business and that just can't be.

ELSIE OWENS Long '08 looked chipper last Sunday, Sept. 3 when we caught up with her as she was being propelled in her wheel chair by that doughty oldster MORRIS VAN GUNDY '98. He had his 90th birthday in June and his two sons, one from Texas and the other from Puerto Rico, came on to help him celebrate. They are both in the service.

Remember VERNA WHITAKER Hillman '11? She passed on recently and Helen felt the loss keenly, for it was Verna who persuaded her to choose Bucknell as her Alma Mater. BESSY KATES '19 (H'52), also from Millville, N.J., had a hand in it, too, and I have heard Helen speak feelingly of them on many an occasion.

On October 20, we will have completed seven years residence in this wonderful city. Employment at the Bay Pines Veterans Administration Center has kept me very much alive. On the 13th of September, I will begin another year of activity with the hopes that I can give twelve more months to the welfare of the 1040 men and women who are constantly in the hospitals and federal homes at this installation.

The indefatigable GEORGE BAILETS '09 went north as usual this summer and with his unfailing remembrance of his fellow Bucknellians kept us posted on his activities. I was particularly amused with his intentions of seeing the horse races at Saratoga. I could have enjoyed his company on that effort. We met the Headlunds and the COLEMAN JOHN HARRISes '12 in a cafeteria recently and they looked to be in good health. SARAH WALTERS Headlund's '09 eyes are not too good. She is 83 and her husband 85.

MERRY CHRISTMAS

1919
CLASS REPORTER: Mr. Harry H. Angel, 2051-2 Westfield Terrace, Bethlehem, Pa. 18018

A few months ago I received a letter from Mrs. John W. Higgs (FRANCES M. HILGERT) 227 East 10th Ave., Conshohocken, Pa. 19428. She entered our 1919 class but graduated in Domestic Science, Class of 1917. Her husband passed away a number of years ago. Her granddaughter recently graduated from West Chester State College. She is hoping (and the same applies to all of us) to attend the 50th reunion of our class.

A few months ago I also received a note from Rev. RAYMOND J. CORNISH, North Delsea Dr., Franklinville, N.J. 08322. He retired from the ministry some years ago because of poor health. I am glad to report, however, that since that time he has recovered to a great degree.

1920
CLASS REPORTER: Mrs. Paul L. Miller (Helen Bodine), Coral Ridge Towers North, Apt. 822, 3200 N.E. 36th St., Fort Lauderdale, Fla. 33308

The Paul Millers plan on flying to El Salvador, Central America the middle of October. Paul has taken an assignment with the International Executive Service Corps.

Busy days for us getting shots, passports, our Inter-American drivers licenses and making arrangements for an approximate three months' stay.

We spent a day in the New York I.E.S.C. offices as we returned from a Cape Cod vacation with family and friends. We received briefing on the country, the customs and the company with whom Paul will be working. We feel this will be an interesting and rewarding trip. More about it when we return.

If you have any news items, please send them to MORRIS HOOVEN, 21 Claridge Court, Montclair, N.J. 07042. I have asked him to take over in my absence.

1924
CLASS REPORTERS: Mrs. Paul J. Cupp (Louise Benshoff), 933 Muirfield Rd., Bryn Mawr, Pa. 19010 and Mrs. C. E. Anderson (Florence Martz), 6336 Rimpau Blvd., South Los Angeles, Calif. 90043

To all '24 class members: Your class reporters cannot manufacture news. Some of you promised to let us hear from you and all we get is silence!

With the news clipping (sent to us by CLARA PRICE Cober '25) of Dr. John Persing, son of our Dr. AMOS PERSING, comes a desire to know just how many in the Class of '24 have sons (or daughters) who are doctors. Let us hear from you!

FLOSS MARTZ Anderson, daughter Sally and children spent the month of August in the Pacific Northwest. Then early in September, Floss visited Col. Walter and SUE POST Miller '23 in Claremont, Calif. Their questions of "Do you remember-?" and "Where is-?" spanned a 45 year separation!

As of October 15, DUTCH '22 and GRAYCE PETERSON Miller have a new address: 3200 N.E. 36th St., Apt. 609, Ft. Lauderdale, Fla. 33308.

And, a new address for GENE GERLACH Moore: Alden Park Manor, Sect. 15, Apt. 805 C, Phila., Pa. 19144.

A card from Roy and ANNE HEYSHAM Schweiker reached us from Norway: "We are vacationing this year in England, Scotland, Germany and Switzerland. Now we are in Norway. Bergen is a delightful clean city. The center of the city looks like Fairyland." (We had hoped to hear more of Anne's trip but hadn't a bit of luck when we tried to reach her by 'phone.)

LOUISE BENSHOFF Cupp - I prefer news from others but shall add a few brief notes of our vacation.

First, to beautiful interesting Scandinavian countries where we visited our daughter Marilyn and family in Denmark. Later, we flew to London from Oslo, arriving in time to see the lovely ceremony of Trooping The Colour, a full-dress parade of the Brigade of Guard's Parade in celebration of the Queen's birthday. While staying at the Lygon Arms in Broadway, a famous old Inn 400 years old, we leisurely drove in all directions and explored the many villages and towns. We realized more than ever before that England has many beautiful areas but none with more quiet dignity and charm than the Cotswolds. The ancient weathered stone, the dry walling, farms, tithe barns, many churches (upon which craftsmen lavished their love and skill), beautiful stone houses and charming old Inns--all combine to make a restful atmosphere. Of particular interest to transatlantic visitors is The American Museum in Britain,

recently established at Claverton Manor near Bath. It is the only comprehensive museum of Americana in Europe! We were told that two Americans, with a deep appreciation of the American Arts and a desire to increase Anglo-American understanding, created the Museum in 55 acres of park and woodland, in 1961. It is well worth a visit!

Calvary Baptist Church of Norristown held a service of recognition last June for Dr. and Mrs. ROLAND O. HUDSON upon his retirement after 18 1/2 years of dedicated ministry to the congregation. The Hudson's will reside at 53 Stafford Circle, Dennisport, Mass. 02639, where he expects to be kept busy with interim ministries in New England.

1925
CLASS REPORTER: Mrs. William E. Thompson, Jr. (Mary Seidel), Box Tree Farm, Whiteford, Md. 21160

It is my sad duty to report the death of M. AGNES MAYES, on July 20. On her way home from Williamsburg, Va. she was stricken with a heart attack near Carlisle and died at the Carlisle Hospital. Our deepest sympathy is extended to her brother and sisters and their families.

A note from WALLY FOSTER in the spring said he expected to retire October 31, then would enjoy "golf, fish, garden, a little travel; the latter only to get me a little farther south when the temperature gets to zero. This means I will have plenty of time to help prepare for our 45th in 1970". That time will soon be here, Wally, so have a wonderful retirement.

Bill and I were in Puerto Rico in June and what a wonderful treat it was, it was Bill's third trip and my first. It was all fascinating, the country, climate, and last but not least the people. We rented a car while there and took just about everything in, missed a few things but hope to remedy that sometime in the future. I was partial to the old part of San Juan and their countryside, I loved it, but I still can't enjoy travel by air!

1927
CLASS REPORTER: Miss Agnes Dunbar, 156-18 Oak Ave., Flushing, N.Y. 11355

CLYDE ROLLER, our former reporter, has generously offered to be assistant reporter for our class, and the following items came from him.

Some unhappy news has been received. CLYDE J. FOOSE, who has been residing at Pottsgrove near Milton, died March 31. Word was received too late for the report to be carried in an earlier issue.

Clyde, who was from Juniata, taught school for two years after his college days, but then entered Princeton Seminary and prepared for the ministry, later serving churches at Pottsgrove, Williamsport and Sunbury during the period 1932 to 1952. Then, in semi-retirement from the ministry, he engaged in his own business as a poultry breeding farmer, also serving at times as a supply pastor.

He married Augusta Schnure in 1953. Mrs. Foose has been holding the position of Director of Elementary Education in Milton Area Public Schools.

GEORGE ROLLER is senior guidance counselor at East High School in Rochester, N.Y. He went to the Rochester school upon graduation from Bucknell and has been there ever since, except for a sabbatical leave during which he studied at the University of Arizona. He also did some summer work at Boston University.

George came in for a nice tribute some time ago when the yearbook of East High, the largest of Rochester's nine high schools, was dedicated to him.

A. HENRY RIESMEYER, our new class president, has sent in the following message to classmates:

As president of the Class of '27, I wish to say first that it was a pleasure to see so many attend our class' 40th reunion in June. I can't begin to name them all, but a few come quickly to mind. RALPH MARTZ, our former president, and his associates, BILL GRETZINGER, Mrs. George Kunkel (HELEN EGGE), DON WAGNER and HAROLD WEBBER arranged for a very pleasant Alumni dinner at the Lewisburger.

I believe, in all, about 102 attended. What a turnout after 40 years! There were, to name a few, FLORENCE (SHORTY) PARMLEY, HARRY RUHL, VETA DAVIS (and JIM '26), PRESTON GEIST, CHUCK KUSHELL with his charming wife ISABELLE MORRISON '26, BARLOW SMITH, DON BARTON, LEON ALLEN, AL FOGELSANGER (I hadn't seen him in all these years and it was a pleasure), BILL HETLER and Helen, LEROY HORTON all the way from Sarasota, Dr. HERBERT HEIM, STAN McCASKEY, and the ever-full-of-fun RED McANULTY. I'm sure a good time was had by all.

The general Alumni luncheon was grand, and the dance Saturday night was a blast, with a hot combo for the youngsters and a sweet sounding dance band for the oldsters.

This was the first time my wife Mary Ellen had attended an Alumni reunion, and she thoroughly enjoyed meeting a lot of my former classmates. I'm sure she won't miss another one.

Since the class reunion I've heard from CHUCK KUSHELL, who is heading up the fund drive for Bucknell's future development and will be in Pittsburgh in January when I expect to see him. STAN McCASKEY told me he had retired from Allegheny-Ludlum and is now looking forward to travel and a life of leisure.

I hope all of our classmates will start now to make plans to attend our 45th reunion--it's not too early and I'll keep reminding all of you--which I hope will be the beginning of a bigger class reunion every year. Presently, my work with Alcoa is keeping me very busy.

Let's not only plan for the next reunion, but to keep in touch between now and then. CLYDE ROLLER at 1319 North Second St., Harrisburg, and I will look forward to hearing from you. Several have mentioned retiring, and each probably has interesting news items on how leisure time is being spent.

1928
CLASS REPORTER: Mrs. Robert W. Dill (Eleanor Miller), 721 Sandy St., Tremont Terr. 216, Norristown, Pa. 19401

EV PAULING Hublitz wrote a wonderful letter telling of the "monumental" task of moving from her early American home to a "large, comfortable and convenient apartment" in Allentown, two blocks from her son PHIL '62 and his wife. She expected to visit N.Y. and her home state Mass. in August before going ahead with her future plans. (To be divulged in a later issue.)

JO BEHNEY Hoffman dropped in to see Ev at the time she was moving, and Ev was sorry to have missed her "after almost 40 years". I can imagine their disappointment, for it is easy to pick up the threads of the past and enjoy reminiscing.

September 6th Ginnie and TED HEYSHAM '25 kindly picked me up to go to the Philadelphia B.U. Alumni Club Frosh reception. We enjoyed seeing a number of Bucknellians and friends, as well as a fine class of Frosh. I talked with parents who were acquainted with SARA HEYSHAM Kost and ANNE HEYSHAM Schweiker '24. Their ears should have been wiggling happily on August 20, when RUTH BROWN Wolfe '22 had AMANDA BROWN Gum, AMY HALDEMAN Roop '27 and me to tea to chat with ELOISE BAILEY Mallinson '29, her guest. Ruth, always understanding, invited me to dinner as well, when I told her of the death of my brother two days previously. I had just visited him in Calif.

1929
CLASS REPORTER: Miss Thelma J. Showalter, 524 Market St., Mifflinburg, Pa. 17844

PAUL E. FINK received the "President's Award" of the International Circulation Managers' Association at its annual meeting in July. The citation, in the form of a plaque, was given in recognition of his unselfish contribution to the affairs of the organization over a span of many years. Paul has been with GRIT since 1934; its circulation director for the last 19 years, and a member of its board of directors since 1961.

His record of service to his community has been outstanding and in 1960 he was instrumental in founding the Epilepsy Society of Lycoming County.

DON'T FORGET

TO REUNE

IN JUNE!

1930
CLASS REPORTER: Mrs. Earle H. Meredith (Janet E. Bingman), 303 South Main Street, Jersey Shore, Pa. 17740

Just a note to all you loyal Bucknellians! The college campus is more lovely than you can imagine and I want you to know that I have even had a tour of the buildings. My niece, Janet, has "hopes" of being a Freshman in 1968--and so we went down for an interview and tour. Shades of the past! When one sees Harris Hall--very plush and carpeted--well--one wonders if it is the same place that REBA DECKER Hartman and I roomed for four wonderful years. Do stop and look around at the buildings and, also, dig a little into the bank account when our class asks for a contribution.

See you at a football game? I hope so!

1931
CLASS REPORTER: Mr. Edward J. Smalstig, 1645 Second St., Beaver, Pa. 15009

LOUIS K. MUTZEL, former chairman of the Chester Housing Authority, has been named a member of the Sea Isle City Planning Board. Lou is also city zoning inspector and a member of the Sea Isle City Redevelopment Agency. He is on the board of directors of the First Savings and Loan Association in Sea Isle City. He retired from his Chester post several years ago. He had also served as an assessor in the city of Chester and taught high school in the Chester School District. Lou is a member of the Cape May County Republican Executive Committee.

Mayor William R. Wilsey, who made the appointment, said he is pleased that "a man with Mr. Mutzel's background has consented to take on an important position on the Sea Isle City Planning Board."

Mutzel also taught school in Sea Isle City, filling in because there had been a shortage of teachers. He has been on the Sea Isle City Redevelopment Agency for two years. He also served as chairman of the local Cancer Crusade for one year.

Lou and his wife, Mary, live at 130 57th St., Sea Isle City.

1934
CLASS REPORTER: Mrs. J. Leland Fox (Marie Steinbach), 201 Pennsylvania Ave., Seaford, Del. 19973

WALTER W. RUCH, our veteran newsman and public relations consultant in Detroit and earlier in Philadelphia, has been appointed creative director of Complete Promotions, Inc. in Detroit. This newly organized company is fulfilling major promotional assignments for Ford Motor Company and Chrysler Corporation.

REMEMBER: JUNE IS REUNION!

1935
CLASS REPORTER: Mrs. Paul J. Deschanel (Ann W. Orr), 208 Dickinson Ave., Swarthmore, Pa. 19081

It is difficult to bring sad news about a dear friend. MARION ROOT Frank died early Saturday morning, September 16 after a long illness. In April she and I had had a lovely trip through Spain, Portugal, and Morocco with a stopover in Gibraltar. Though Marion was not well then, her spirit of adventure and enthusiasm brightened every moment, and I shall always remember her wit and charm which made our tour a memorable one. I know all Bucknellians who knew Marion will join our class in sympathy to Howard who took such good care of Marion in her last months.

1936
CLASS REPORTER: Mrs. Harry T. Shaub (Virginia Nylund), 416 South Scott Ave., Glenolden, Pa. 19036

Dr. J. FRED WEAVER, who has taught at Boston University for some years, has accepted a tenure appointment as full professor at the University of Wisconsin (Madison) in the Department of Curriculum and Instruction of the School of Education and the Graduate School. His son, Mike, entered Bucknell as a Freshman last September.

Summer is over and the school year is just getting under way as this is being written. Our family enjoyed vacation trips to Expo 67 (by way of Vermont, and Ocean City, N.J.). We did not meet any Bucknellians known to us on our travels, but in each place we saw children and young people wearing Bucknell shirts and sweaters.

In August, we visited the campus of Lycoming College in Williamsport where our son Paul begins his college career. While in Williamsport, we had a nice visit with FRANCES KNIGHTS Skeath '32 and MARTHA KNIGHTS Barraclough '37. Frances, now Dr. Skeath, is head of the mathematics department at Lycoming. Martha's son Joe is entering Bucknell this month.

1937
CLASS REPORTER: Mrs. Paul W. Ziegler (Mabel B. Nylund), 12 W. Garrison Rd., Parkside, Chester, Pa. 19015

A big, fat thank you for MARJ DIRLAM THOMPSON who heeded my plea for news. Marjorie writes from Ocala, Florida, where her husband, BOB '35, is a doctor in general practice. The Thompsons have three boys. Bobby, who graduated from Florida after winning a football scholarship, is now married and working for a pharmaceutical firm. Bill is a senior at Florida Southern. Michael, an eighth-grader, plays football, basketball and golf, and competes in the Jaycee Golf Tournaments throughout Florida. "I certainly have quite an athletic little group here," Marj writes, "and they certainly don't take after me. My activities run in the opposite direction." The key words there are "activities" and "run." Just look at this...

The Ocala Women's Club had Marj as president. She also ran for a seat on the city council (the only woman in a slate of six) and came in second in a run-off. Dramatics have also claimed much of Marjorie's time. Serving as president of the Little Theater group and playing the lead in Auntie Mame are among her contributions here. Marj says she is now serving as president of the Community Concert Assn. She also coordinates, comments and models in fashion shows for worthy causes. In her spare (what?) time, she does interior decorating, and is presently planning to embark on a business career--dealing in antique furniture. Is it any wonder Marjorie was named "Club Woman of the Year" by the Ocala press? I'll add the award of "Favorite Classmate of the Month" for sending such a newsy letter.

Marjorie says she and her family are now southerners and Floridians and can't imagine living anywhere else. So, those of you planning a trip south this winter will probably find them right there in Ocala.

Who wants to be next?

1940
CLASS REPORTER: Mrs. James A. Miller (Mary T. McCrina), 1492 Colfax Ave., Benton Harbor, Mich. 49022

It was good to be on the campus in June for combined graduation and Alumni weekend. The All-University Party under the "Big Top" was "tops." Try it some time. MABEL NYLUND Ziegler '37 was there for her thirtieth year reunion and we recognized each other after that many years. HOWARD and EMMA JANE CROSSGROVE HARTZELL (both '41) were there to attend their daughter ALICE's '67 graduation. Dr. and Mrs. JACK WINTER's daughter LEE ANN was also a graduate of '67. Many more familiar faces were in evidence but in all the coming and going it's always difficult to see as many as you'd like. That's the way it seems to be on big weekends--they're over too soon.

1941
CLASS REPORTER: Mrs. Chester T. Winters (Elizabeth I. Dyer), 945 Valley Forge Rd., Wayne, Pa. 19087

Last spring, DICK ROSELLE slipped my name onto a mailing list advertising a dream--"Northwest Study Tour of European Design 1967." We are not at all interested in going into a new profession, but it was fun to study the folder of a work-study tour of seven countries of northern Europe. Dick was tour director, and he was scheduled to be back home in

mid-July. He is an interior and industrial design consultant, with his own firm, and in the past has done quite a bit of designing for airlines, including the "airline ticket form now accepted as the world standard." Dick, Eunice, and their three daughters live at 3534 46th Ave., N.E., Seattle, Washington 98105.

From the other edge of our country came more dream material, much more suited to our chances of reality. NORMAN SIMPSON sent copies of the magazine he edits and publishes, Berkshire Living, and his latest edition of Country Inns and Back Roads, a charming guide to the Berkshire Country of New England. He writes knowingly and lovingly of the area, and it sounds almost as beautiful as Chester County, Pennsylvania! Spike, Nancy, and their two sons live on West Road, Lee, Mass. 01238. He planned a trip to Europe this year to look for material on old inns and new ski areas for another booklet. Did you go, Norman?

An apology to JANE WEIBEL Dinsmore (Mrs. Paul): The January, 1967, issue of the Alumnus did not include her son's name with last fall's freshmen. The Dinsmores live at 120 Milton St., Aliquippa 15001, and have a married daughter as well as Charles, Class of 1970.

We took our sophomore back to the campus in September. How experienced they are after one year, and how young the new freshmen are!

1941 classmates are parents of these 1971 young people:

William Winfred Livengood, son of RALPH and JEAN HECHLER LIVENGOOD.

Lois Lee Ranck, daughter of LEE S. RANCK.

Christopher Webb Thacher, son of L. RUSSELL THACHER.

1942
CLASS REPORTER: Mrs. Walter G. Held (Eleanor Parry), 2042 Rockingham St., McLean, Va. 22101

The summer has flown by since our 25th reunion, which is a wonderful memory for those of us who were able to attend. Class of '42 (as usual) had the biggest and best of all. Congratulations and thanks go to our officers and the many others who worked so hard to make it the marvelous experience it was--and sympathy to any who had to miss it! It was great to see so many old friends and to meet too some of their children who are present Bucknellians.

This is my first report as class reporter. I hope I'll be able to do as fine a job as Anne did. I'm sure the lack of news this time is attributable to the many biographies that were sent in for our 25th reunion book. I hope that, if you weren't there, you've been able to get a copy of it and keep up on everyone's doings. Do drop me a note any time with news of you or your family so I can relay it to the Alumnus. I'm looking forward to Christmas and hoping to get some newsy cards.

MARIAN B. WEINBERGER was elected to the Board of Directors of the Yale University School of Nursing Alumnae Association.

1944
CLASS REPORTER: Mrs. Robert F. Baker (Helen Rhinesmith), R.D. 1, Lindy's Lake, Butler, N.J. 07405

WILLIAM H. SCHNURE has recently been promoted to superintendent of the slabbing mill at the Burns Harbor plant of the Bethlehem Steel Co. in Chesterton, Ind. Bill has been with Bethlehem since 1946 serving in several locations. He was assigned to the Burns Harbor plant in 1963 and lives with his wife, the former ANNE W. KLOSS '45, at 2210 Linden Dr., Valparaiso, Ind. 46383. Their number 1 son, Frederick Arthur, is a member of the Bucknell Class of 1970. In fact, there are about four Schnure cousins in Bucknell this year.

RUTH LANDAU, now Mrs. Howard M. Benedict, Jr., was elected secretary of the Yale University School of Nursing Alumnae Association.

This time next year the groundwork will be laid for our silver reunion. If it seems like a terribly premature statement, it's for the benefit of those who wish to plan ahead--and somewhere there must be somebody who does.

Had a visit from CAROL DAY Allen and daughter Martha. Her oldest son has just begun his pre-ministerial studies at Hope.

A close friend who spent the summer touring the Far East took MARY STRAUS Millikin's address with her and spent a day with Mary and Gene in Pearl City, Hawaii. She was welcomed with a lei made from blossoms fresh out of the Millikin garden. It sorta highlights the fact that there really aren't any strangers--just those we haven't gotten around to meeting as yet.

Happy holidays!

1946
CLASS REPORTER: Mrs. Leland C. Ewing (Elizabeth J. Wells), 151 Midland Ave., Tarrytown, N.Y. 10591

JOSEPH C. DOANE, M.D., now a West Palm Beach, Fla. physician has joined Project HOPE'S medical teaching-treatment mission to Cartagena, Columbia. He will work for three months as a volunteer aboard the floating medical center S.S. HOPE. He had previously served with HOPE in Ecuador.

After graduating from Temple University Medical School he became a specialist in urology in West Palm Beach, Fla. where he is on the active staffs of St. Mary's and Good Samaritan Hospitals.

1947
CLASS REPORTER: Mrs. Herbert Goldman (Tamara Gurvitch), 370 Holland Lane, Englewood, N.J. 07631

Seems that everyone who attended our 20th reunion felt it was the best to-date, and plans were made on the spot to make the 25th one even better. To achieve this, a "let's get acquainted all over again" program is to start this year with class letters by our newly elected class secretary, Mrs. York A. France (LIZ CARGILL) who lives at 2615 Gordon Street, Allentown. But Liz needs your help (and so do I!) Our class has been much too reticent and while I'm told how much everyone likes to hear about someone else, hardly anyone thinks of writing about himself or herself.

Among this year's graduates at Bucknell was ROBERT L. MARKS, son of Mr. and Mrs. ROBERT and BEVERLY DOE ('46) MARKS of Danville. Young Bob was co-captain of the football team and attained the rank of 2nd Lt. through the R.O.T.C. program. He will enter the Intelligence Branch of the Army in November. Is there anyone else whose children are Bucknell graduates?

1948
CLASS REPORTER: Mrs. James A. Brown (Joann G. Golightly), 410 Sherman Ave., Roselle Park, N.J. 07204

STANLEY E. BRUSH has returned to the East Coast and is an assistant professor in the history department of the University of Bridgeport in Conn. Stan and his wife, Beverly, have two daughters, Cynthia and Victoria, and make their home at 22 Woodland Dr., Easton, Conn.

No news from any of you--can this really be a true sign of oncoming age?

As the holiday season approaches, let your generosity spread to all.

Health, happiness and hope for the future is our wish for you.

1949
CLASS REPORTER: Mrs. Thomas A. Frazier (Marilyn L. Harer), 730 Belmont Ave., Williamsport, Pa. 17701

The Reverend HOWARD ARTHUR VAN DINE, JR. continues in his dual role non-stipendary assistant minister in the Episcopal Church and as an advanced quality control engineer for the General Electric Co. in Burlington, Vt. His latest activity has been the publication of an article in the March - April 1967 issue of EVALUATION ENGINEERING on the subject of "Statistical Sampling."

JIM COMERFORD was recently named sales manager of communications for Xerox Corporation.

It is now DR. LYNN M. CLARK, if you please. Lynn continues to serve in his professional capacity as Superintendent of Schools of the City of Westfield, Mass. and is engaged in many other civic and educational activities not only in Mass., but throughout the world. His latest activity was a conferee on educational innovations conducted in Honolulu in July 1967.

Dr. FREDERICK F. LING has been promoted to professor and

chairman of the Department of Mechanics at Rensselaer Polytechnic Institute where he is doing both teaching and research work. He is a consultant for General Electric and a number of other industrial firms; is the author and co-author of 36 papers and the senior editor of a book. He is author of a forthcoming book: "Surface Mechanics." He, with his wife and three children, live at 17 Mellon Ave., Troy, N.Y. 12180.

1950
CLASS REPORTER: Mrs. Myron C. Yocum, Jr. (Leah S. Chandler), 158 West Valley View Drive, Exton, Pa. 19341

HARVEY H. KUHNS, JR. has been appointed assistant professor of economics, and department chairman at the Williamsport Area Community College in Williamsport. Harvey earned his Master of Science degree with our class after graduating from Lycoming College with a bachelor's degree. He serves our class and Bucknell University as an assistant class fund manager.

WILLIAM L. DONEHOWER, JR. has been named general sales manager of Matthiessen and Hegelen Zinc Co. In his new position he will direct domestic and export sales of all the company's products but will remain at the Eastern Division offices of the company in New York City. Bill and his wife, the former MARY TICE, and their two children live at 47 Woodland Rd., Short Hills, N.J. 07078.

1951
CLASS REPORTER: Mrs. John T. Nixon (Ann Cooper), 2009 Pulaski Rd., New Castle, Pa. 16101

Just found what a conference call is! Thanks to my good and generous Pittsburgh correspondent, "TRINKY" McNAMARA Albo, originator of the call, BETTY MATHER Warren and your reporter were tuned into the "latest" (at least to us),--a multiparty phone conversation hooked together from different points on the map. Our three-way call turned into a who-can-talk-louder-and-faster phone fest!

Desperate for news, I had called "Trink," and she came up with this brilliant idea. May I suggest the possibilities of such calls between friends, but please take notes and forward to your ever-eager-for-news reporter.

"Trink," her husband, Vince Albo, pediatric hematologist, and their three children, Mike, 12, Vincent, 10, and Hettie, 7, again journeyed to the Virgin Islands this summer, only minus the hurricane complications reported in last year's column. She is now back in the swing of the fall season serving on the committee for the annual Children's Hospital Ball.

Betty and her family live at 129 Cherry Lane, Berwyn, Pa. When her husband, Ken, can take time from his practice in urology, he likes to travel the golf tournament circuit in the amateur status, and Betty has furthered her own interest in golf to the extent of occasionally playing competitively. The Warrens will take off later this fall for Bermuda where Ken plans to compete in the island's golf match. However, Betty's main interest is still centered on her home and brood of four, Kenneth, Jr., W. Scott, Cathy, and Jeff, ages 10 down to 3.

Betty also reports that within sight of her house live two former Bucknellians, DON MANNING and MOLLY TOMPKINS MANNING.

As we three proved again, thanks to the communications industry, it certainly is a shrinking world!

1952
CLASS REPORTER: Mrs. William Rusling (Ruth A. Castner), 2735 Edge Hill Rd., Huntingdon Valley, Pa. 19006

We missed LU HIND Palmore at our Fifteenth Reunion, but it is a long way from Nagoya, Japan. She and her husband are serving their thirteenth year as missionaries in the United Church of Christ. Peyton is busy with the Central District Office of the United Church as well as a director for the Nagoya Christian Boys School. Lu teaches conversational English at the same school, and physical education to girls at The Nagoya Internation School. (A school which they helped organize.) Christy, 10, Paula, 6, Ginger, 4, and Kim, 2, also attend the International School. The Palmore's address is #7-10 Daiko cho, Higashi ku, Nagoya, Japan. We wish them continuing success in their mission, and hope they can join us in 1972.

CORKY (CORRINE) WHITE Warner and Maurice, with children Laurie Lee, and Cammie have moved to Bayberry Rd., R.D. 2, Princeton, N.J.

RONALD ROCKWELL has been promoted to Head of the Research Department at Sperry Gyroscope Co., Great Neck, Long Island. Ronnie, Patricia, and sons Kenneth, 5, David, 3, and Stephen, 1, live at 4 Fairway Dr., Old Bethpage, N.Y. 11804.

BILL and PEGGY SMITH ('50) NEFF have announced the arrival of Mark, born May 21, 1967. Debbie and Karl and family live at 3278 Afton Rd., Dresher, Pa.

Your reporter has just been graduated from Temple University with her masters in elementary education. Bev, 13, and David, 12, are happy to have a mother without a paper due for some course. I will put my new found degree to work at Germantown Academy, where I will teach first grade.

1953
CLASS REPORTER: Mrs. James A. Chambers, Jr. (Barbara Roemer), 15 Walden Place, West Caldwell, N.J. 07007

DONALD ARTHUR WARE earned his Master of Education degree at Temple University in June 1967 and is now serving as a State Rehabilitation Counselor for the New Jersey State Rehabilitation Commission in the Jersey City office.

1955
CLASS REPORTER: Mrs. John C. Vance, Jr. (Jane E. Jones), 4862 Reservoir Rd., N.W., Washington, D.C. 20007

In August, Major GEORGE P. REYNOLDS began the 10-month regular course at the Army Command and General Staff College at Ft. Leavenworth, Kans.

1956
CLASS REPORTER: Mrs. James D. Trumbower (Dorothy Dale), 412 East Springfield Rd., Springfield, Pa. 19064

A new promotion for WILLIAM T. DYER has been announced by Corning Glass. Bill is now manager of advertising in the Consumer Products Division of the company. He had served previously as an advertising specialist in the Electronics Division. Bill joined the firm in 1963 after receiving a graduate degree from the University of Pennsylvania.

Quite a large number of our class is living in Northern New Jersey. Among them are:

BOB and LARRIE SORESI TWEED are living at 6 Deauville Dr., Parsippany, N.J. This past summer they traveled to California where Bob competed as a member of the Dapper Dans of Harmony of Livingston, N.J., in an international barber shop chorus contest. The Dapper Dans became international champions. With two children (Dirk and Jody) in school, they are also active in their local PTA with Larrie serving as president and Bob as treasurer.

ELLIE BETTLE Crane is living at 28 Hamilton St., Madison, N.J. During the past summer she attended the Miami Beach AAUW convention. She was Legislative chairman of her chapter last year. Ellie is also a social worker for a teenage club of the Madison Community House. The Cranes have two children, Lincoln and Elizabeth.

BOB ('54) and ANN PROSSER POST have moved into a brand new home at 1 Toothe Place, Madison, N.J., and are very much involved in the challenge of getting a new lawn and shrubbery to survive. Ann is active in the AAUW as its Education Implementation chairman which means that she recruits volunteers to tutor language handicapped children. She also teaches students in an adult school who are seeking high school equivalent credits in English. Ann and Bob recently entertained BRUCE ('54) and MARION MOLL LABAR from Kansas for a weekend, and enjoyed a camping trip to southern N.J. this past summer.

ANN HARRIS Dawson is living at 20 Vincent St., Chatham, N.J. Ann is active in church work with singing in the choir and being a World Service Chairman. The Dawsons enjoyed a theater party in New York City with LOREN and

ELIZABETH KROECK ZIMMERMAN of Cranford, N.J. and JOHN ('58) and OLLIE GRILLI KEYS of Bayside, N.J. to see "Illya Darling." (The Keys also traveled to Canada where they visited Expo and participated in duplicate bridge tournaments.)

EDWIN and ANNE SMITH JANES are living at 37 Woodmont Dr., Chatham, N.J. During the past summer they vacationed at Ocean City, Md. and traveled to Canada. The Janes get together often with AL and SALLY BERRY CHRISTENSON of Somerville, N.J.

Charles and PAT QUINN Behre are living at 32 Inwood Rd., Chatham, N.J. They have three children, Douglas, Jonathan, and Jennifer.

Also in Chatham are Ryer and MARGARET ELLEN SMITH Schermerhorn.

MOREY and LIBBY ESTEY ('57) BUTLER have moved into a new home at 214 Vinton Circle, Fanwood, N.J. Morey, his father, and brother Bill have formed the new corporation of Butler Sales and Marketing, Inc., which is located at 6 Bank St., Summit, N.J. They are a sales agency which covers the metropolitan New York area and deals in cosmetics and related items. Among their new test products is a hair straightener. (How fads have changed since the '50s!)

BARBARA RIGG Cotter is living on Windwood Rd., Bernardsville, N.J. During the past summer she was very much involved in the Somerset Hills AAUW art show. The profits from this help to bring works of art into the schools and libraries in the area. The Cotters also enjoyed a vacation with their three children at Cape Cod in July.

When our tenth reunion book went to press, JIM IZATT was very much involved in the war in Vietnam. Now safely back, with his wife, the former JUDY MILANO, and their two sons, Tom and Andy, he lives in Virginia. Thanks from all of us, Jim and Judy.

1957
CLASS REPORTER: Mrs. Lewis B. Maul (Billie J. Boyer), 122 North Lancaster Ave., Margate, N.J. 08402

HUBS N. PAHREN was awarded the Master of Science in mathematics degree by Fairleigh Dickinson University last June and is now serving as a programmer--mathematician for Foster Wheeler Corp. He, with his wife, the former BARBARA BERGMANN, and their two sons live at 28 Parkway Village, Cranford, N.J. 07016.

C. EDWARD HERDER has been elected a director of the Independent Mutual Insurance Agents of New Jersey. Ed is the managing partner of the Chester H. Herder & Son Agency, serves as a director of the Farmers' Reliance Insurance Co. and has earned the Chartered Property Casualty Underwriters (CPCU) Designation. He and his wife and three children live in Three Bridges, N.J.

Just returned from a five-year assignment in Venezuela is GEORGE E. MORRIS, JR. George was director of accounting in the Puerto la Couz refinery of Venezuela. His new assignment is senior staff analyst in the comptroller's department in the Gulf Oil's Pittsburgh office. George reports that he's glad to be back in the U.S.A., as is his wife Mary and their two children, Beth, 11, and Matthew, 6. Their present address is 9321 Doral Dr., Pittsburgh, Pa.

1958
CLASS REPORTER: Mrs. Stephen A. Jennings (Patricia A. Head), 46 Dumgoyne Dr., Bearsden Dumbartonshire, Scotland

ROBERT B. HEMPHILL was awarded the Master of Science degree in engineering management by Drexel Institute last June. He is serving as supervisor of estimating, planning and scheduling, and cost control for Day and Zimmerman Inc. in Philadelphia. Bob is a registered professional engineer in Pennsylvania and recently had an article published in "ARCHITECTURE AND ENGINEERING NEWS."

WALLACE B. "PETE" HUNTER, JR. completed his year as an Alfred P. Sloan Fellowship recipient to the Sloan School of Management at M.I.T. He has been with U.S. Steel Corporation since graduation and he and his wife, MARY THURN HUNTER, now live at 303 Powder Horn Dr., Valparaiso, Indiana 46383.

1959
CLASS REPORTER: Mrs. Herbert H. Wright (Martha M. Taylor), 459 Channing Ave., Westfield, N.J. 07090

HERBIE and I have just returned from an exciting first trip to the West Coast, including San Francisco, a drive down the coast to L.A., four days in Palm Springs, and a finale in Las Vegas. We had a marvelous time and are recharged for the long winter ahead!

In October after weeks of careful thought, Rev. GEORGE and BONNIE STEELE '60 CALLAHAN and family moved to 509 Merwyn Rd., Narberth, Pa. 19072, west of Philadelphia, where George has become minister of the Narberth Presbyterian Church. The church numbers in the 800's, has excellent facilities, a lovely manse where the Callahans reside, and offers them many new and challenging responsibilities and opportunities. We wish them much happiness and success in their new undertaking.

To the envy of us all, BILL and MONA O'NEILL SHARKEY tripped off to Europe for three weeks in July. Included in their itinery were Ireland (where they both picked up a bit of the old sod), Copenhagen, and Amsterdam. With relatives in the latter two spots, they really were able to get a native's eyeview.

I received a marvelous letter from the TED and BARBARA DUNNING DUPUYs who for the past two years have been in the Philippines, at Cubi Point U.S. Naval Air Station, where Ted performed duties as flight surgeon and paramedic. While there, they took the opportunity to travel to Taiwan, Japan, Thailand, Hong Kong, and the southern islands of the Philippines. In July they headed back to the U.S., namely U. S. Naval Hospital, Chelsea, Mass., where Ted will be taking a residency in orthopedics. On June 26 Ted and Barb welcomed Susan Beth to their family of four, including Deborah Ann, almost 4, and Cynthia 1. Welcome back!

I hope to hear from many more of you in '68. Herbie and I extend to you all the warmest wishes for a very happy holiday season.

Oops! Our typist made a slip in September's report about Joe and GAYLE MYERS Wampler. Joe is entering studies at Northwestern in pedodontia, child's denistry, not podiatry, which has to do with feet. Our apologies to all concerned. We missed that one by more than a foot.

We are proud to tell you that Capt. JACK D. MOYER, an Army Chaplain, was awarded the Army Commendation Medal in ceremonies at Long Giao, Vietnam, on September 16 for his bravery when one of the vehicles of a convoy struck a land mine and caught fire. Jack is now a post Chaplain at Fort Benning, Ga.

NILS G. ANDERSON is a salesman of hospital supplies for the MacBick Co. He and his wife, the former ANNAMARIE E. NEFF are living at 76 S. Fremont Ave., Apt. 21, Pittsburgh.

1960
CLASS REPORTER: Mrs. David N. Ott (Jane Dahl), 40 East Pomfret St., Carlisle, Pa. 17013

Much has been happening to the Class of '60 and the mails have been heavy--that's good! Still, many classmates have never corresponded and--that's bad! I hope to hear from some of those long lost Bucknellians in the very near future.

JOHN C. AYRE has been with the Bethlehem Steel Corp. since 1960 and was recently appointed general finishing and shipping foreman in the bar mills division at their Lackawanna plant. He is still interested in wrestling activities and is a member of the American Coaches and Officials Ass'n. John lives at 46 Brenton Lane, Hamburg, N.Y. with his wife, the former Carole Adams and their four-year-old daughter, Tracy Lee.

SALLY THORNTHWAITE Fazenbaker writes from 4677 Square Lake Dr., Lake Park, Fla., where she, husband Dean, daughters Melissa, Cynthia and Stephanie live on three acres on the lake. Dean received his masters in August and is now teaching; Sally substitutes "when the spirit moves me." She sent along SALLY EISLEY Desmond's Christmas letter because, as she said, it contained so much news of classmates that it reads like the Alumnus!

Sally D. leads a busy and interesting life while dwelling at 116 Malbourne Ave., S.E., Minneapolis, Minn. Her husband,

Richard, plans to teach psychology and has been doing rehabilitation counseling at St. Paul Rehabilitation Center and University of Minnesota Hospital. Sally's own job sounds hectic and demanding; she's with the Minnesota Higher Education Commission and the responsibilities are numerous and varied. Last year she attended meetings in Sante Fe, Chicago, Kansas City, Dallas, and Chicago--Sally's no stay-at-home! The Desmonds also journeyed to New England, among other places, and the way Sally wrote about it made this old New Englander feel most sentimental and nostalgic--and hungry for a lobster! They had hoped to see LINDA WATT Kleid in Conn., where she, Bob and children Peter and Nina, live but the Kleids were visiting in Pittsburgh. They did spend a night with DAVID ('59) and JANE REUNING ENGLISH who live in Bel Air. Three boys, Peter, Scott and Timothy keep Jane busy!

A note from NANCY WHITE told of skiing in Canada; Nancy lives in Philly and works for the Chapel of the Four Chaplains. LU HAIGH Esposito was expecting her second baby; she and Tony, along with little Laurie, live in New Rochelle, N.Y. MARY JANE LOUIS Hopkins and husband, Joe, moved to Denver where Mary Jane was to join NANCY ANDERSON Carlson on the staff at the Denver University Library. Did you, Mary Jane? Nancy's husband, Chuck, is a professor at Denver University.

Stu and JOURD BATES Bacon lived outside Rochester, N.Y. with three small daughters, when they weren't camping. Imagine! Stu does market research for the Lawyers Cooperative Publishing Co. and is circulation manager of "Case and Comment," a magazine for attorneys. You'll be happy to know that it circulates to the Otts, Stu!

Ken and DEBORAH SMITH Menke and 3 year old Sarah live in St. Louis now where Ken works with Monsanto's Agricultural Division. Debby is busy remodeling and decorating a 26 year old colonial style house.

ARDEN and NANCY BAKER FATE have two children, Gwen and Billy. They have been in the Troy-Albany area where Arden was completing work on his Ph.D. at Rensselaer Polytechnic Institute. Since he finished in January, they are now settled in Albany, N.Y.

Sally's last news was of the BARTLETTS, BOB and PAT VASBINDER. Bob was in town on business with Control Data and called. They live in Newport News, Va. now and have two children, Dawson and Liann.

Can you believe that one person relayed all this news? Thanks Sally! Well, actually it was two people, since Sally D's news was forwarded by Sally Fazenbaker. Thank you both.

LYNN BRINSFIELD Elwood writes from 327 Parkland Dr., S.E., Cedar Rapids, Iowa 52403. They love it there, where husband Sud is a banker. Lynn and Sud have two children, Sutherland Jr., 4, and Fawn, 1. They saw Mike and CAM MANDERBACH Joseph last fall; they live in Annardale, Va., and have two boys, Andy, 4 and Daniel, 1. Mike is with a D.C. law firm. Lynn had a letter from BETTY WILLIS FERRARA; she and husband, DON '59 have two daughters now, Lynn Elizabeth, born Jan. 5, and Kathleen, age 3. They live in Valley Stream, N.Y. She also wrote of SALLY COTNER Morgan, who lives with husband John in Bay Village, Ohio. They have a little girl, Tiffany.

Winnie Wilcox is now Capt. WINTHROP P. WILCOX, JR., M.D. He is now serving two years with the Air Force at McClellan AFB, where his home address is 6525 Markley Way, Carmichael, Calif. 95608. He married Jane Brittain, a nurse, in 1962 and has a daughter, Elizabeth. He went to Cornell University Medical School, received his M.D. in '64, interned and served his residency at Harrisburg Hospital, Harrisburg. He plans a residency in anesthesia at Peter Bent Brigham Hospital in Boston in '68. That's where I was born, Winn--say about 30 years ago--no, 29! Good to hear from you.

A note from JANIE WELLHOFER Nelson tells of the birth of their first child, Jennifer, on Jan. 10, 1967. She and her husband Jerry, a librarian at Arizona State Univ., live at 3009 N. 36 St. #10, Phoenix, Arix. 85018. Janie says they'd love visitors; the weather is lovely for winter visitors and they have a pool to cool off summer visitors.

My most "romantic" correspondence arrived from SUZIE VAN PELT Mau, who changed her name on May 13 in Phila. at a most unusual wedding! Suzie married Ralph C. Mau, whom she had met in Honolulu, through BARBIE McDOUGALL and Jeff Yamashita. This happened three years ago and now Suzie is a Honolulu housewife! Her wedding was quite an affair, attended by THELMA TITUS Thompson '61, ELAINE JOHNSTON Voss, NANCY WHITE, BARB McDOUGALL Yamashita and her matron-of-honor, FAY CARRINGTON Morgan. All the flowers were flown from Hawaii and to make it even a more exotic traditional mainland wedding, the beautiful Hawaiian Wedding Song was played.

Suzie says ELAINE JOHNSTON Voss has two little girls, Heather, 2, Kimberle, 6 months. They live on Long Island. The newlyweds also visited with TED HELVESTON '62 and his wife, who was Suzie's roommate in Hawaii. Sounds like you made a good switch, Suzie! Mrs. Ralph Mau may be found at 1735-B Alaamoamo St., Honolulu, Hawaii 96819.

A prize for the most "Far Out Letter" (or should that be "far away?") definitely goes to Mrs. El Hadj Haoussine, formerly MARGIE DE GROOT. Margie met her husband in '62 at University of Caen and they were married in Algiers April 13, 1963. In the interim, Margie spent a year working in Paris as a bilingual secretary. Now things have changed; Margie is the mother of two--daughter Zohra was born Jan. 24, 1964 and son Khaled Sohbi who arrived Feb. 6, 1966.

Margie says that living in an Arabic country is like being in a whole different world; she mentioned, in her letter of June 10, that in "the past few days, with this Arab-Israeli business and growing anti-Americanism, tourism to Algeria is rather dubious." And this, of course, was before the real crisis. Write to Margie at Nouveau Paradow 3.34, Route de Kaddous, Hydra (Alger), Algeria. Good luck to you and your family, Margie!

I had a surprise visit at the Day Care Center last spring when in walked ED McGINLEY, now Dr. McGinley. His wife, Barbara, is a friend of a friend of mine here in Carlisle. When the McGinleys were visiting them, and discovered our mutual friendships, they popped in while I was serving juice and cookies to my young charges. Barbara and Ed have two children, Scott, 5 and Eileen, 4, and have moved to 14237 E. Oak St., Whittier, Calif. When Ed was at Truax Air Force Base in Madison, Wisc., he received USAF commendation medal for being an outstanding commander of a dispensary. Now Ed is in private practice--good luck to you, Dr. McGinley.

Change all mailing lists--it is now BERTRAM C. SIPPOLA, Ph.D., Bert having received his new degree from the University of Kansas in 1967. He is now assistant professor of psychology at Louisiana State University in New Orleans and lives at 332 26th St., New Orleans with his wife, the former Katherine Harlan and daughter Linda.

1961

CLASS REPORTER: Mrs. Norman D. George (Carolann Buquet), 2443 Center St., Northbrook, Ill. 60026

Oops. I goofed. I missed the deadline for the September issue. But take heart, I'll catch up this time.

Living in the Midwest, keeps me isolated from most of the Bucknellians, so it is quite an occasion when I get to see somebody from the "old 400 acres." This summer, however, ANN SMITH BUYS was visiting near Chicago and we finally got together. Ann and her husband, BOB '59 are living at 6109 Wynnwood Rd., Washington 16, D.C. They have two children, Kenny, 5 and Karen, 4, and a new house which sounds lovely. Bob is working for Davidson, Talbird and McLynn in Bethesda, Md. and Ann reports they see many BU people from that area including DORT MAYS Hall.

And now for the stork department. DOUG and MERN JONES REED are now the proud parents of Douglas William who made his appearance on Feb. 20 and from early reports, it was rumored that he had the nickname of "The Kaiser." I assume he was typically demanding in those early months.

BUD and SHIRLEY HARVEY SHEESLEY also have announced a recent addition. His name is Christopher DeVere and he was born on May 5. The Sheesleys live at 1150 Concord Dr., Haddonfield, N.J. 08033.

Also, STEVE and SUZIE STRUBLE SMITH have a new little girl, Lisa Diane, born on March 8. Lisa

joins her brother Douglas Alan, who is 2 1/2.

1962
CLASS REPORTER: Mrs. William E. Dickson (Phebe M. Turner), 203 N. 34th St., Drexel Institute of Technology, Phila., Pa. 19104

Hi to all of you! I'm sorry that the Dicksons had to miss the June reunion of the Class of'62, but we were moving at the time. After spending the summer in Ocean City with time out for a wonderful trip to Seattle, Wash. and Victoria, British Columbia, we moved in September to our new residence at Drexel Institute of Technology in Philadelphia where Bill is Director of Housing and Assistant to the Dean of Men. We are living in the housemaster's apartment in the newly completed ten-story men's residence hall. It will be quite an interesting experience, I'm sure! Not to be idle, I have joined the commuters and I travel to Haddon Township, Westmont, N.J. daily to teach kindergarten.

JAMES C. RILEY, his wife, the former M. JANE BURGEE '64 live at 1960 S. Forest Lawn Dr., Gretna, La. 70053. Jim earned his M.D. degree at Temple Medical School in June and is now serving a medical internship at the Charity Hospital of Louisiana in New Orleans.

CARLOS WEIL, JR., has been transferred from Chicago to Detroit by Atlas Chemical Industries Inc. where he is now serving as a technical representative in chemical sales.

Dr. GEORGE W. VAN DINE received his Ph.D. from Princeton University in September and is now a research chemist with Union Carbide Corporation in Bound Brook, N.J. He and his wife, the former ANN SCHWARTZ, live at 311 Mountain Ave., Apt. B-1, Bound Brook, N.J.

One old pal not too far away is GINNY RANSOM Doyle. Ginny and Rick welcomed a new addition, Christopher James, to 62 Ferguson Ave., Broomall on April 12. Chris keeps them stepping, Ginny assures me!

I was glad to hear from MARY LANDIS HUNTER who states that she and PHIL '61 are "enthusiastic Mainers." Phil is a medical resident at Maine Medical Center. The Hunters' daughter, Karen Elizabeth, is just a year this month. Mary included news of the birth of a daughter, Kelly Elizabeth to KAREN LEWIS and Bob Byrne in March. Write to Mary and Phil at 18 Glen Ave., Cape Elizabeth, Me.

LINDA FISHER Farrell sent news of an addition to the family. Andrea was born on June 1. She joins two-year-old Michele. The Farrells have a new address: 4356 Glenhaven Rd., Cincinnati, Ohio 45328.

Belated congratulations to WYNNE SEWARD and JOHN GILLIS on the birth of their son, Richard John, on March 19, 1966. The Gillis' reside at 3650 West Way, Sacramento, Calif. 95821.

Two Bucknellians in Haddonfield are RON ('60) and RUTH ELLIE DOBSON JENSH. After five years of business life, Ruth Ellie has "retired" to organize their first home at 401 Centre St. Ron is an instructor and research associate at Jefferson Medical College where he earned his Ph.D. in anatomy.

I received a quite interesting letter last spring from the former JOAN STERNBERG, now Mrs. Michael Thornburg. Michael received his Bachelor of Divinity degree in June from Episcopal Theological School in Cambridge, Mass. While they were at the school, the Thornburgs lived in the museum home of Henry Wadsworth Longfellow for a year. Joan has been teaching French to grades 3-6 in Lexington (riding the Concord Turnpike like Paul Revere, she said!). Just at the time she wrote, Michael had received an acceptance from the Hartford Seminary for the Ph.D. program.

GINNY POND Reed is teaching biology in Kenmore, N.Y. while husband Dick continues his studies at the University of Buffalo Law School. They live at 396 Edgewater Dr., Apt. 3, Tonawanda, N.Y. 14150. Ginny informed me of the marriage of ALICE COAN to Robert G. Larsen on April 22. Congratulations!

I have news of an addition to the Joseph E. Donatiu family (KATHIE METZ). David Gregory joined their household on April 20, and Kathie and Joe couldn't be more thrilled. The Donatiu's would be glad to hear from Bucknellians near them at 431 Marwood Rd., Mansfield, Ohio 44904.

Congratulations to Dr. STEVEN HOROWITZ on his marriage to the former Susan Pines on June 25. Steve is presently in Washington, D.C. with the Public Health Service, where he and Susan will live for the next two years. They hope to return to New York in 1969 so that Steve can serve his residency in a New York hospital.

ENS. STEVE SUGAR is now stationed in Subic Bay, Philippine Islands. His Coast Guard ship is assisting the Navy in tactical maneuvers in Southeast Asian waters. On a port call in Hawaii, he ran into KAREN LEWIS Byrnes! Future port calls will take him to Vietnam, Thailand, Japan, Hong Kong and Australia. Best of luck from all of your classmates, Steve. Why don't you all send a note to Steve just to say "hi". I know he would appreciate it. His address is USCGC Yakutat (WHEC 380), Coast Guard Squadron 3, FPO San Francisco, Calif. 96601.

1963
CLASS REPORTER: Miss Carol L. Pope, 153 E. 57th St., New York, New York 10022.

If you think that my address has been changing a lot and you find it hard to keep track, well, you are probably right. I too find it difficult to believe that I am about to make the third move in five months; however, the government has been notified and the house in Georgetown was vacated by the first of September. Although I have many contacts and friends in the Big City, I would love to hear from all the Bucknellians gathered in the asphalt jungle.

I have noted from a change of address card that EVELYN MacDOUGALL KLING and husband, JIM, are both in the vicinity. Jim has been transferred by Walston and Co. to their New York office in the role of municipal bond trader in the city. The Klings are now living at 72 Gales Dr., Apt. 3, New Providence, N.J. 07974.

While I'm located in N.J., I would like to take this opportunity to announce the stork's delivery on April 15 of Lars Theurer Novak on the doorstep of proud parents, DARRYL and SIGRID CHRISTENSEN ('64) NOVAK...all seven pounds worth--pretty tough work for one skinny stork! The Novaks are at home at 1180 Main St., Apt. B1, River Edge, N.J. 07661.

LYNNE DEVINE McCombs also writes of the newest addition to her and Mike's family--a "he's the greatest" son, Scott Allen, born last March 23. As if that weren't enough for a spell, Mike, who is an Air Force dentist, and Lynne are busy planning a trip to England and France in September. The McCombs are stationed at Steward AFB, Smyrna, Tenn.--20 miles south of Nashville, in case you were lost. Address is 302 Eastland Dr., Smyrna, Tenn. 37167.

All kinds of old schoolmates have been turning up in the last two months since I have been back. Last night I received a call from BOB BRODERICK '61 who is presently in a new systems analysis job, making millions, in New York City. BONNIE ZWICKER got in touch with me some time ago when I was living in Alexandria, Va. right around the corner from her. Unfortunately, I was in the middle of moving to Georgetown and never did get to see her; furthermore, I managed to misplace her number. Bonnie? Where are you?

I was a privileged dinner guest at the home of BARB POST Walton and husband Ed. The occasion a visit from our old sorority sister and dear friend BETH WEHRLE Smith '64 and husband, Don, on vacation from Buffalo. The boys discussed politics and the girls discussed boys and played with Posty's darling, growing-every-day baby, Southie. Posty and I are both looking forward to the proposed visit by MARGIE TOMASIAN Voth and daughter, Karin, in August.

Finally, on a marathon weekend excursion, none other than PAT MENOUSEK showed up at 4:00 A.M. one Sat. morning in Alexandria from Atlanta, Ga. I had just gotten in myself, so after a few words of greeting, we bedded down for a couple hours, then caught up quickly on the last two years' events, and then separated in the pursuit of keeping our respective dates occupied. The next afternoon she was off for the return marathon to Atlanta--whoosh, like the ghost rider in the sky. Did have time enough to find out that Pat is still enjoying 'swinging' Atlanta and is planning no further moves for the present.

Also since I've been back,

long lost buddies have been checking in by mail. Last seen at my place in Tokyo, SHEILA BROWNE BRUST wrote just in time to tell me she was leaving the country again--this time to follow husband KENNY around the Mediterranean. Kenny left on the America on Jan. 8 and Brownie left on April 14 for Frankfurt, Germany. From there, with the wife of another Navy man and the Brusts' new Volks, the itinerary took in Germany, Switzerland and finally Italy where the girls would meet the boys in Naples. Then, following the ship, they planned to hit Barcelona, Genoa, Istanbul, Beirut, and so on for the next five months. Where they are now is anybody's guess, but a reliable address is Lt. and Mrs. K. R. Brust, VA-36, FPO New York, New York 09501.

MARGIE BUCHANAN Bender also wrote of new and exciting events. Seems to be a pattern in our correspondence: she writes every time a new baby is born and I, every time I change locations. This time it's a boy, George Jesse III born on August 1. Two children, substitute teaching, Kappa alum activities and planning for the Powder Puff Derby in 1971 (whatever that is) are keeping Margie busy while husband Jerry is busy flying 135's and turning in a car on a plane--A Cessna or a Stinson! Would you believe...Margie and Jerry are "coming home" to visit soon and I'd like to say right now that if I'm to be in this Puff Derby thing, Marge, I want a first-hand explanation! Try New York please.

Profound apologies to JANET LAFOND whose letter I misplaced last year under Z instead of A for Alumnus. (Some people should be replaced for moves like that!) At any rate, Janet has also caught the flying bug and is working on her license. Last adventure I have record of was flying a Cessna 182 with boyfriends and brothers to Vermont. When not flying around the country, Janet attends the University of Delaware as a graduate assistant, getting her MA in English and tutoring at the University Writing Center. The most permanent address I have for Janet at present is her parents'--106 Pembrey Drive, Wilmington, Del. 19803.

I also have apologies to BILL BESSELIEVRE whose letter was likewise misplaced. Bill has been travelling since he left Bucknell, first to Puerto Rico as an engineering representative for a New York firm, then to California for a fling, and then with the Air Force as a civil engineer to Texas, Ohio, North Dakota, Taiwan and now back in New York. Bill can be reached by writing Lt. W.C. Besselievre FV3145924, Box 987, Stewart AFB, N.Y. 12550.

A letter from the parents of one of our patriots overseas, Capt. ROBERT SANDERS, says that Bob is on his second tour of duty in Vietnam after spending two years at the Supply and Maintenance Agency in Orleans, France and Zweibrucken, Germany. Bill will be acting as signal advisor to a Vietnamese battalion. His wife, formerly Marie Gauthier of Orleans, and son, Edward William, will be living with Bill's parents until he returns. Bill can best be reached at his family's address, 89 Mark Twain Dr., Hamilton Square, N.J. 08690.

Former patriots overseas BARBARA HERRING and DICK THOMPSON '61 are now back in the States in Towson, Md., following Dick's tour of duty in Germany, Dick, however, left for Vietnam in January, while Barb was planning a reunion in Hawaii a few months later. Having tried in vain several times to get in touch with them, I presume the Hawaii reunion occurred as scheduled. The Thompsons are now four with the birth of Kelly Jean on August 23, 1966. My last address for them is 1405 Autumn Leaf Rd., Towson, Md. 21204.

ARTHUR A. HOWER, after receiving his Doctor of Philosophy degree from Pennsylvania State University, accepted a position as assistant professor of entomology at Pennsylvania State University.

1964
CLASS REPORTER: Mrs. W. Oliver Raynor (Mary Vasilawsky), Ft. Hamilton, Hamilton Mnr. 138B, 4A, Brooklyn, N.Y. 11209

LYNN KALBERER Dowall is now living in Easton. Her husband, Richard, is assistant dean of students and director of student residence at Lafayette College. Dick is a candidate for a master's degree at Bucknell and served last year as assistant to the dean of students at Susquehanna University. Their new address is Nevin Park Apts., Easton, Pa.

ALBERT E. RIESTER, who earned his Master of Science in education degree in our class after graduating from Rutgers has now earned the Doctor of Education degree from Columbia University Teachers College. Al is guidance and counseling training manager at Randolph Air Force base in Texas.

1965
CLASS REPORTER: Miss Sara L. Toney, 1200 S. Court Hse. Rd., Dom. Pl. 510, Arlington, Va. 22204

DANIEL A. COOK received his LL.B degree from the University of Michigan Law School in August and is now a member of the law firm of Cook & Batista in Lorain, Ohio.

1966
CLASS REPORTER: Mrs. Norman E. Olson, Jr. (Pamela McKinley), 550 Centre St., Garden Court Apts., Nutley, N.J. 07110

BRYAN V. GILBERT is now an Army Second Lieutenant. He received his commission upon graduation from a 23-week course at the Transportation Officer Candidate School at Ft. Eustice.

Presently on assignment in Vietnam is Army First Lieutenant JOSEPH W. McCORMICK III.

MARRIAGES

1923 - Haydn J. White to Mrs. Betty Stoneacre, April 1, 1967.
1945 - Vera M. Grove to Robert N. Rishel, June 3, 1967.
1952 - Rosina D. Thomas to Dr. Robert Johnson, July 23, 1967.
1954 - Wallace A. Krzeminski to Carol J. Baugher, August 19, 1967.
1957 - Richard Morris to Loretta M., April 29, 1967.
1959 - Nils G. Anderson to Annamarie E. Neff, August 26, 1967.
- Dorothea L. Bell to Charles F. Boyst, August 5, 1967.
- Laura Hatfield Strickler to Walter R. Stillman, October 7, 1967.
1960 - Robert H. Raymond, Jr., Esq. to Carol E. Henry, August 12, 1967.
- Suzanne M. Van Pelt to Ralph C. Mau, May 13, 1967.
1961 - Dr. Joan C. Berlin to James M. Kelly, III, M.D., October 7, 1967.
- Barry R. Schofer to JoEllen L. Ammarell, September 23, 1967.
- Thelma H. Titus to Will Thompson, II, November 12, 1966.
1962 - Jill A. Barlow to John G. Weber, August 12, 1967.
- Rosemary J. Berhalter to Robert A. Hofford, Jr., September 16, 1967.
- A. Diane Budde to Lt. Alden B. Chace, Jr., June 13, 1967 also July 7, 1967.
- Dwight J. Crocker, Jr. to Roberta Veins, August 5, 1967.
- Nora E. Gallagher to Ronald W. Teeple, Sept. 2, 1967.
- Christopher L. Hermann to Dorothy E. Wynn, August 19, 1967.
- S. Curtiss Mull to Angela Cattaneo, August 19, 1967.
- Peter A. Raetsch to Louise I. Marcotte, September, 1967.
- Constance L. Tressler and Stephen E. McClymont, August, 1967.
1963 - A. Anna Faries Casciato to Walter F. Killam, June 30, 1967.
- Nancy L. Henderson to Robert F. Greenwood, July 29, 1967.
- Robert V. Kidd to Sharon P. Warne '64, August 5, 1967.
- George D. Mandeville, Jr. to Linda J. Howry '65, September 3, 1967.
- Captain Steven L. Weems to Susan Steele, August, 1967.
1964 - Barbara L. Best to Michael R. C. Grandia, June 24, 1967.
- Agnes H. Carlucci to Edward J. Kunuty, August 27, 1967.
- Meredith A. Christianson to Peter D. Connet, August 26, 1967.
- William A. Criswell to Molly Ann Mattern, August 20, 1967.
- Judith A. Frick to Bruce Connor, June 3, 1967.
- Amen J. Hillow, Jr. to Judith A. Glancy '66,

June 24, 1967.
- Alan G. Leisawitz to Marjorie R. Kaufmann, July, 1967.
- Dorland W. Miller to Diane I. Kreidler, August 5, 1967.
- Judity Peterson to James E. Kolwicz, July 1, 1967.
- Frances E. Wittmer to Thomas A. Rodier, August 12, 1967.

1965 - Robert L. Cooley, Jr. to Barbara A. Mullane '64, February 18, 1967.
- J. Scott Ellis to Lee Margaret Weydemeyer, July 22, 1967.
- Catherine R. Frith to Grant L. Moffett, September 30, 1967.
- Carole A. Gilbert to Edward Rockland, June 24, 1967.
- Thomas S. Harris to Julia A. Shanabrook, April 22, 1967.
- Dorothy M. Johnson to Robert P. Bretz, June 24, 1967.
- Barbara A. O'Grady to Tracy G. McGinnis, April 29, 1967.
- Mary E. Parliman to Ronnie L. Scogin, June 10, 1967.
- Wayne R. Pero to Dorothy Blasy, February 4, 1967.
- Wynne T. Pfeif to Linton J. Whittles, June 10, 1967.
- Linda A. Silberg to John C. Sorenson, May 6, 1967.
- Bonnie E. Smith to Daniel R. Leslie, August 27, 1967.
- Susan T. Springer to Robert J. Stanbury, August 5, 1967.
- Susan R. Usmar to Seth D. Keller, August 12, 1967.
- Barry R. Weller to Ann L. Pendergast, September 9, 1967.
- Phyllis J. Wheller to Richard C. Peterson, July 29, 1967.
- Earl L. Wilson to Susan A. Bauer, August, 1967.
- John W. Wolford, Jr. to Karen D. Horner, August 26, 1967.

1966 - Richard L. Carnovale to Joyce A. Stonecipher, July 8, 1967.
- Nancy J. Cochran to Vance C. Strausburg, June 10, 1967.
- Beverly J. Ettwein to Matthew J. Piszel, January 21, 1967.
- Florence M. Graber to John A. Jorgensen, August 19, 1967.
- Nancy J. Grimm to James L. Bross, June 3, 1967.
- John O. Lutness to Jo Carol Hawes, August 12, 1967.
- Charlotte E. Moor to Peter Yocum, September, 1967.
- Philip W. Sterner to Margaret E. Smith '67, August 19, 1967.
- Richard B. Todhunter to Helen V. Hazes '67, June 10, 1967.
- Martin J. Vincentsen to Barbara J. Egee, September 9, 1967.
- Celinda M. Von Seth to James T. Claxton, June 24, 1967.

1967 - Michael S. Berg to Suzanne Feldman '68, August 27, 1967.
- Judith P. Bessor to Joseph Healey, August 12, 1967.
- Carl H. Boerner to Pamela M. Schrader, August 19, 1967.
- Laure K. Brown to Paul A. Perch, August 12, 1967.
- Joseph B. Browne to Mary S. Marsden, August 19, 1967.
- Mary A. Carson to David R. Goff '68.
- Arnold W. Cohen to Marcia E. Schwartz, August 19, 1967.
- James M. Earl to Eileen Oakley.
- E. Dale Ehly to Jay Pagano.
- Richard Z. Freemann, Jr. to Susan R. Schank '66, May 20, 1967.
- R. William Garwood, Jr. to Marilyn L. Goessling, August 12, 1967.
- Robert W. Haas to Anne L. Thomas, August 19, 1967.
- Ellen L. Houseal to Roger C. Tollefsen '68.
- George B. Johnson to Diane L. Miller, August 19, 1967.
- Stephen W. Lapham to Cynthia Kirby, August 5, 1967.
- Bonnie R. Liner to Stephen A. Levin, September, 1967.
- Joan Meeker to Robert A. Bellezza, June 24, 1967.
- Peggy Messmore to Thomas A. Perella.
- David G. Nasaw to Barbara E. Rose.
- Robert J. Nelsen to Linda J. Pearson, June 24, 1967.
- Dean K. Norbeck to Susan E. Harbold, July 29, 1967.
- John J. Pagano, III, to Elizabeth D. Ehly, September 9, 1967.
- JoAnn C. Rhodes to Paul F. Rhetts '68, August 26, 1967.
- Lawrence A. Rost to Barbara J. Border, September 23, 1967.
- Virginia L. Schaar to Thomas Russell, Jr., June 17, 1967.
- Donald P. Schaffner to P. Patricia Fellows, August 19, 1967.
- Gary V. Shrey to Patricia A. Baker, September 1, 1967.
- Frank H. Skidmore, Jr. to Elizabeth A. James '66, August 26, 1967.
- James E. Smith and Susan M. Sweetser, August 19, 1967.
- Susan N. Strange to Warren B. Azano, June 30, 1967.
- Thomas L. VanKirk to Gertrude A. Markunas '69, August 26, 1967.
- Constance L. Yoder to Donald M. McAuliffe, June 24, 1967.

1968 - Marilyn G. Jones to Michael P. Draper, April 22, 1967.
- Philip D. Mast to Carla A. Neuman, June 25, 1967.

1970 - Cameron MacLeod, III, to Helene A. Highmark, June 17, 1967.

BIRTHS

1946 - To Mrs. and Mrs. Douglas V. Whitesides (Eloise W. Headland), a son, Jonathan Headland, April 25, 1967.

1953 - To Dr. and Mrs. Max A. VanBuskirk, Jr. (Mary Jane Webber), a son, Mark Franklin, July 27, 1967.

1954 - To Mr. and Mrs. Herbert J. Ahten, Jr. (Jo Etta Fox), a son, David Kevin, June 20, 1967.

1956 - To Mr. and Mrs. Daniel W. Fry (Patricia I. Hause '60) twins, Crystal Lee and Daniel Williams, October 1, 1967.

1958 - To Dr. and Mrs. David P. Friedline, a son, Jon Paul, July 28, 1967.

1959 - To Mr. and Mrs. David C. Sayer, a son, Timothy Marshall, July 29, 1967.

1960 - To Mr. and Mrs. Paul W. Kase, Jr., a son, Paul W., III, August 14, 1967.
- To Mr. and Mrs. Andrew G. Thoms, Jr. (Carole A. Brozey), a son, Peter C., July 24, 1967.

1962 - To Mr. and Mrs. John B. Donahoe, a daughter, September 13, 1967.
- To Mr. and Mrs. Arthur L. Lemkau (Carol A. Thorn), a daughter, Melanie Ann, September 21, 1967.
- To Dr. and Mrs. R. Lyman Ott, Jr. (Sally J. Clute '64), a son, Curtis Lyman, February 18, 1967.
- To Mr. and Mrs. Steven A. Smith, a son, Steven A., II, February 11, 1967.

1964 - To Mr. and Mrs. Paul J. Mendez, a son, Jonathan, March 25, 1967.

OBITUARIES

1899 - Dr. Joseph C. Hazen, August 1, 1967.

1902 - Mrs. Roy B. Mulkie (Sarah E. Nesbit) (Institute), April 8, 1966.

1908 - David H. Binns, May 23, 1967.

1909 - Mrs. Jonathan Wolfe, II (Josephine A. Hankins), June 12, 1967.

1910 - Raymond Eastwood, July 20, 1967.
- Mrs. John G. Thompson (Priscilla R. Hardesty), August 2, 1967.

1911 - Mrs. George T. Hillman (Verna A. Whitaker), September 5, 1967.
- John Oran Lyte Roser, July 26, 1967.

1914 - Mrs. Frank D. Haskins (Olive M. Cooper), Fall of 1966.
- Thomas A. O'Leary, August 15, 1967.

1915 - Russell C. Shipman (Acad. 09-11), September 3, 1967.
- Erle M. Topham, August 29, 1967.

1920 - Robert B. Smith, September 20, 1967.

1922 - Paul S. Grittner, August 7, 1967.
- Hugh D. Kittle, May 19, 1967.

1923 - Alvin F. Julian, July 28, 1967.

1925 - M. Agnes Mayes, July, 1967.
- Mrs. William Spaeth (Alice J. Savage), May, 1967.

1927 - *Harold C. McCleary, August 15, 1967.*
- *Albert E. Strausser, September 16, 1967.*
1929 - *Mr. Frederick C. Allen, June 19, 1966.*
- *Charles L. Streeter, September 6, 1962.*
1931 - *Walter E. Angstadt, July 18, 1967.*
1932 - *John S. Fetter, M.D., August 26, 1967.*
- *Dr. Harold L. Foss (Honorary), August 11, 1967.*
1933 - *Meyer H. Ginsberg, August 10, 1967.*
1935 - *Mrs. Howard G. Frank (B. Marion Root), September 16, 1967.*
- *Louise M. Hooper (no date).*
1953 - *Lester B. Herbert, July 17, 1967.*

John O. L. Roser '11

Mr. John O. L. Roser '11, retired General Electric official, died on July 26 in Homestead, Fla. He was 78.

Mr. Roser joined G.E. after receiving his B.S. degree in electrical engineering from Bucknell and was assigned to the firm's Pittsfield, Mass., plant. In 1924 he won the company's Coffin Foundation Award for original work in sales analysis and, in 1943, was named coordinator of G.E. activities for the Manhattan Project during the early stages of atomic-bomb development. He was transferred to the Schenectady, N.Y., plant in 1944 as assistant to the manager of electric utility sales.

While in Pittsfield, Mr. Roser was a member of the Rotary Club, the Masons, the Berkshire Hills Country Club, the First Methodist Church and president of the Stanley Club. He was credited as being largely responsible for the Stanley Club's acquisition of its present home on Wendell Avenue.

Mr. Roser was born in Woodsboro, Md., and was educated in Maryland schools. He held a bachelor's degree in electrical engineering from Bucknell and was active in the university's alumni, having served as president of alumni clubs he founded in Pittsfield and Schenectady. He was alumni trustee of the university from 1946-1951 and had recruited more than 100 Bucknell engineers for the G.E. test course. In 1948 he was made a member of the Tau Beta Pi national honorary engineering fraternity by the university.

Mr. Roser and his wife, the former Edna Miner, moved to Homestead upon his retirement from G.E. in 1952.

In addition to his wife, survivors include two sons, John Jr. '37, of Miami, Fla.; and James L. D. '50, of Chatham, N.J.; and three daughters, Mrs. Kenneth Griffey (Jean Lois '37), of Homestead, Fla.; Mrs. George Wedel (Dorothy '42), of Dearborn Heights, Mich.; and Mrs. Elwood Mayberry (Barbara '42), of Pocahontas, Iowa.

Rev. Dr. J. C. Hazen, Sr. '99, H'21

The Rev. Dr. Joseph C. Hazen, Sr. '99, H'21, one of the national leaders of the Baptist denomination for almost half a century died at his home in Summit, N.J. on August 1. He was 94.

Dr. Hazen served as pastor of the North Orange Baptist Church in Orange, N.J. from 1923 until 1936, when he retired from active ministry. He continued in Baptist affairs for the next 14 years, acting as corresponding secretary of the American Baptist Convention. He was president of the New Jersey Baptist Convention from 1937 to 1941.

A native of Beaver County, Pa., Dr. Hazen was graduated from Bucknell University in 1899 and the Divinity School of the University of Chicago in 1903. The degree of Doctor of Divinity was conferred on him at a later date by both Bucknell and Colgate universities.

Prior to his pastorate at the North Orange Baptist Church, Dr. Hazen served Baptist churches in Kanakee, Ill., Janesville, Wis., and Peoria, Ill.

In World War II, he was chairman of the General Commission on Army and Navy Chaplains in Washington, and later took an active part in establishment of the Chaplains Memorial Chapel, dedicated in 1948 by Dr. Hazen and the late James F. Forrestal, at that time secretary of defense.

Dr. Hazen was honored in 1950 by 5,000 delegates of the Northern Baptist Convention in Boston, at a testimonial on his "final retirement."

Dr. Hazen was a member of the executive committee and General Council of the Baptist Ministers and Missionaries Benefit Board, the executive committee and the Religious Radio Commission of the Federal Council of Churches of Christ in America and the executive committee of the Baptist World Alliance.

He was on the advisory board of the American Bible Society, president of the board of trustees of the International Baptist Seminary, and served as a board member of the Save The Child Fund, in addition to many other state and national Baptist committees.

Surviving are his widow, the former Ruth Burchard; two sons, Burchard M. of Orange, N.J. and Joseph C. Jr. of Summit, N.J.; a daughter, Mrs. Robert J. Alesbury of Manchester, Conn.; eight grandchildren and a great-grandson.

Erle M. ("Tip") Topham '15

Erle M. "Tip" Topham '15, former standout Bucknell baseball and football player, died August 29 in Philadelphia. He was 78.

Famed for his punting and place-kicking abilities, he won his nickname while a student at Northeast High School for play that was always "tops." Teammates added the "Tip," which he carried through years of college and professional play, where he won new laurels as defensive star.

A scholarship student at Bucknell, he was captain of the baseball and football teams in his senior year. One of his legendary feats was a 90-yard punt against the Army Cadets. The punt from the Bucknell 10 bounced into the Army end zone, where the tailback was tackled for a two-point safety. The Cadets in the stands joined in the ovation for the Bison punter.

In the Army during World War I, he played football for Camp Greenleaf. His coach and co-player was Jock Sutherland, later coach of the University of Pittsburgh and of the Pittsburgh Steelers. He also played baseball for a short period with the Pittsburgh Pirates, when Honus Wagner was a star there.

Mr. Topham retired several years ago after 40 years of service with the United Gas Improvement Co., Philadelphia. He maintained his interest in sports through active membership in the Bucknell Bison Club and coaching activities at the Germantown Boys Club.

His wife, the late C. Ray Speare '17, died in 1964. Among Bucknellians who survive are his brother-in-law, William C. E. Speare '20, a niece, Sarah J. Speare '60 and a nephew, William E. C. Speare Jr. '58.

L'AGENDA

Lost your yearbook?

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1926, 1927, 1928, 1930, 1931, 1932, 1933, 1934, 1935, 1937, 1938, 1939, 1940, 1941, 1942, 1943, 1946, 1948, 1955, 1956, 1960, 1961, 1962, 1963, 1964, 1966, 1967

Address all orders:

L'Agenda,
c/o Clark Maines, Delta Upsilon, Bucknell University, Lewisburg, Pa. 17837. Make checks of $3.50 payable to *L'Agenda.*

In Memory of Dr. Charles M. Bond

Dr. Charles M. Bond, emeritus professor of religion, died early Sunday, September 10, in Evangelical Community Hospital, Lewisburg, after suffering a cerebral hemorrhage on Saturday evening. He was 78.

Prior to his retirement in 1959, Dr. Bond had served for 34 years as professor and chairman of the Department of Religion at Bucknell.

He had previously for two years been director of the School of Religion and student pastor at Ohio University, Athens, Ohio. Before that, for three years, he was pastor of the Baptist Tabernacle at Wilkes-Barre.

Dr. Bond was born Aug. 8, 1889, at Marion, Kans. He attended public schools in Philadelphia and Haleyville, N. Y., and was graduated from Peddie Institute, now called the Peddie School, at Hightstown, N. J., before entering Colgate University, where he received his bachelor's degree in 1917.

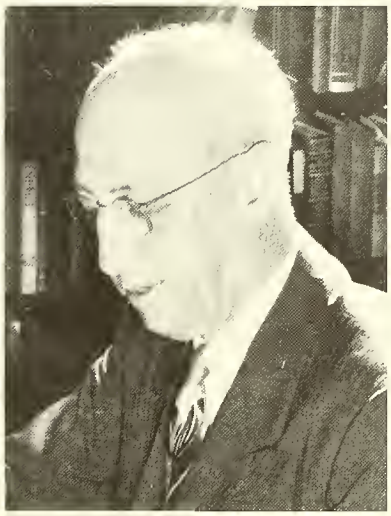
In 1921, he received the bachelor of divinity degree from Crozer Theological Seminary, Chester, and was ordained in the Baptist ministry.

Colgate conferred the honorary degree of doctor of divinity upon Dr. Bond in 1938. In 1965, he received a special citation from the Peddie School for "distinguished service in the field of religion."

During his career at Bucknell, Dr. Bond played a prominent role in religious education, both on and off the campus, and founded the Lewisburg Council of Churches, which he served on three different occasions as president.

Survivors include his wife, Elizabeth Stultz Bond; two sons, William E. '45, Woodland Hills, Calif., and Henry S., Tascola, Ohio; and two daughters, Mrs. Edward N. Peck (Maribeth '43), Riverside, Calif., and Mrs. Norman D. Gano (Barbara Jane '49), Stony Point, N. Y.

A third son, Dr. Charles M. Bond Jr. '42, a member of the faculty at the University of Vermont, died last Feb. 1.



SANCTUARY

The following column by Dr. Bond appeared in the September 9, 1967 issue of The Sunbury Item, the day preceding the author's death. We reprint it here because we believe it expresses well Dr. Bond's positive view of life.

"Do not be conformed to this world but be transformed by the renewal of your mind, that you may prove what is the will of God, what is good and acceptable and perfect." Romans 12:2.

The pressures upon individuals to conform to the standards and practices of the major groups to which they belong has always been a tremendous force in human behavior. Today, in spite of our boasts of freedom and independence, we are under heavier pressures to conformity than has been true of many generations. Radio, television, magazines, newspapers, fads, styles, community customs, all point to this fact. If we want to be accepted; if we want to get ahead, the demands for conformity to current standards and practices are almost irresistible. We must act the way "our crowd" acts. We must dress according to the accepted patterns. We must use the current language style. We must have what our friends have. The details are many and are easily supplied. The tragic fact is that, in far too many instances, the conformity leads us to lower standards of living and less worthy practices than our better selves can approve. But we want to be accepted, so we conform and take the consequences.

The challenge to us as Christians is that we be transformed rather than conformed. Such transformation starts within our own minds, but it never stops there. We become transformed persons in order to do the will of God in transforming our world in harmony with His good will. This always means a struggle to a higher level of Christian behavior; never a retreat to lower standards.

PRAYER

Forgive us, O God, for our too easy conformity to the lower standards and practices of our world. Possess our minds, we pray Thee, that we may be transformed into persons who seek, at whatever cost, to know and do Thy will. Amen.

MEMORIAL LECTURESHIP

Friends and students of Dr. Bond were organizing a lectureship in his name at Bucknell prior to his death. They have now designated their fund The Charles M. Bond Memorial Lectureship. Alumni, students, parents and friends who wish to make a contribution may make checks payable to the name of the lectureship and mail to Development Office, Bucknell University, Lewisburg, Pa.

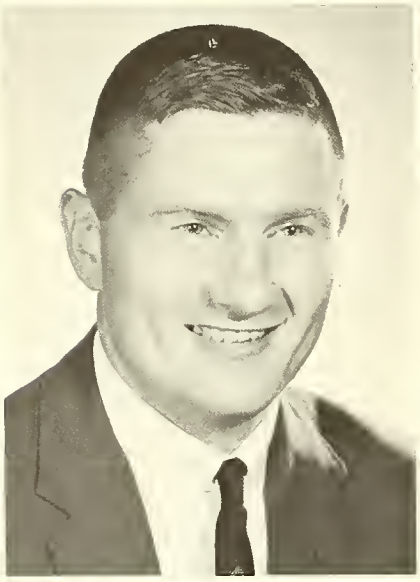
The Varied Worlds of Bucknellians

Continued from Page 16

degree in marketing from Rutgers University in 1956. He is married to the former Shirley Moore. They are the parents of six children.

"Double-Millionaire"

Herbert H. Wright '59 has become a "double millionaire" in his second year as an agent for the National Life Insurance Company of Vermont. Herb wrote just under $1,750,000 between July, 1966, and June, 1967, after doing some $1,350,000 in the preceding year. He wrote insurance on 62 lives in 1967, winning the company's achievement certificate.



Herbert H. Wright '59

Now a member of the company's 11th President's Club, Herb was in fire and casualty and group life insurance before he joined National Life of Vermont. As a fire and casualty insurance agent, he earned the designation of Chartered Property and Casualty Underwriter. When he was awarded the Chartered Life Underwriter title in 1966, he became one of the few persons in the overall insurance industry to hold both professional-level designations.

He is married to the former Martha M. Taylor, class reporter for 1959. They are parents of a son, H. Taylor, born November 6, 1966.

Found: One Ring

There must be a proverb: "Honest men are to be found even at long distance."

Anyway, a letter in French arrived at the Alumni Office from the offices of Edgar Pelichet & Pierre Freymond, Docteurs en droit—Advocats, Nyon et Lausanne. This is our translation:

"Gentlemen:

"My brother found one of your university rings in a rented car from Geneva. It has been impossible to find out who rented this car and lost the ring. I am writing to you, for you must know whose it might be.

"The ring is gold with a red stone. The red stone is engraved with two Greek letters, KE. Around the stone are the words Bucknell University. On the outside is the date 1960. In the ring are the initials of the owner, C. H. G.

"If you could locate your alumnus and give me his address, I will send him his ring.

"Very truly yours,

Pelichet"

Well, the name of Clinton H. Gilkey '60 was sent promptly to Dr. Pelichet. But the end of the story can't be written until we hear from Clinton or Pelichet.

Moral: Watch those Simcas!

Top Food Retailer

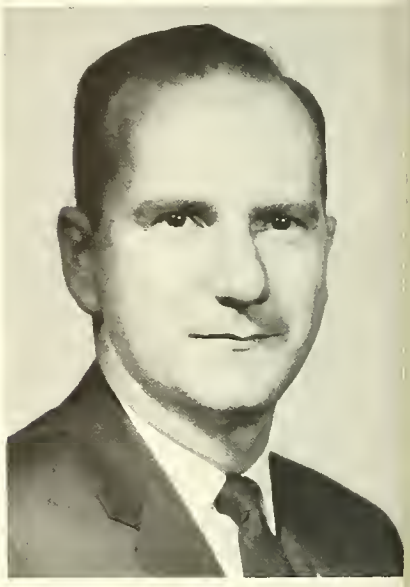
Edward M. Glover '49, Midwest regional general manager for ARA Slater School and College Services, has been elected a corporate vice president of the parent company, Automatic Retailers of America, Inc. ARA Slater operates food services for 250 schools and colleges, more than 40 of them under Edward's direction from the Chicago offices.

Edward began his career in food services as an undergraduate when he became official caterer for his fraternity, Phi Kappa Psi. He took graduate studies in food service management and quantity food preparation at Cornell University and the University of Chicago. He then operated his own catering business for ten years in Vineland, N. J.

After three years with the Wheaton Glass Company as a sales representative, Ed accepted a similar position with ARA. He became regional sales manager in 1965. A member of the Executives Club of Chicago, he also serves as president of the Bucknell Alumni Club of Chicago. His wife, the former Shirley Rae Schultz '49, presently serves as a member of the board of directors of The General Alumni Association.

Chicago's Neighborhood

A Bucknellian long active in the Chicago welfare field, Ellsworth R. Shephard '50, has been named executive director of the Neighborhood Service Organization. The new unit is a consolidation of eight Chicago



Ellsworth R. Shephard '50

social agencies affiliated either with the United Presbyterian Church in the U. S. A. or with the United Church of Christ. Combined, they serve 273,000 people of every race and nationality in Chicago.

In terms of its operating budget exclusive of federally financed projects, U. C. C. S. is the largest of the settlement house groups in the large city of the Midwest. Its operating budget will be in excess of $1,100,000. Mr. Shephard and his staff have offices at 127 North Dearborn Street.

After receiving his B.A. degree Ellsworth did graduate work at the University of Pennsylvania and the

University of Illinois. He has an extensive background in social welfare and the urban problems of Chicago, including experience at Onward Neighborhood House, the Ada S. McKinley Community Center and as executive director of the Neighborhood Service Organization, where he served from its inception in 1961 until his present appointment. He is a member of numerous Presbyterian groups, as well as a long list of professional social welfare organizations.

Bucknell Authors

With an armful of favorable reviews on his latest novel, *When She Was Good,* Phil Roth '54 is busy on a new book. His latest published effort is "The Jewish Blues," a long excerpt from a novel-in-progress which has been included in *New American Review.* The new paperback is published by the New American Library, New York, and is described as "a new venture in the little magazine."

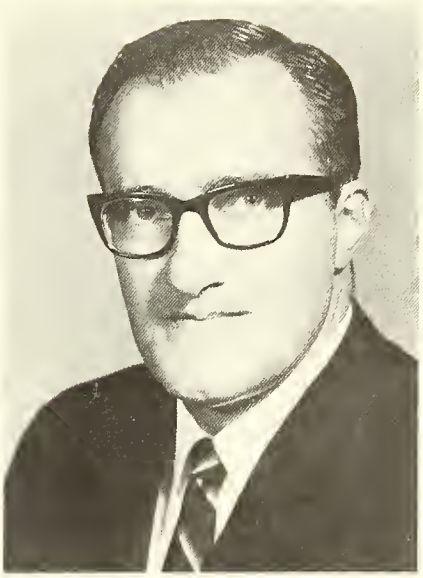
Other Bucknellians who have published recent books include Dr. Richard Wynn '39, M.S. '46, dean of the school of education at the University of Pittsburgh; Dr. Edward G. Hartmann '37, M.A. '38, professor of History at Suffolk University; and Charles E. Mohr '30, M.A. '31, executive director of the Delaware Nature Education Center.

Professor Wynn's publication is a third edition of *Elementary School Administration and Supervision.* Dr. Hartmann has authored an historical study, *Americans From Wales,* and Mr. Mohr has co-authored *The Life of the Cave.*

We hope to report more completely on all these in later issues.

Brokerage Executive

Albert Wadle '52, in charge of the St. Petersburg office of Harris, Upham & Company, Inc., has been elected a vice president of the brokerage firm. Albert, an assistant vice president since June 1966, entered the brokerage field in 1959 following service with Union Carbide and in 1963, joined Harris, Upham. He majored in economics at Bucknell and was a member of Lambda Chi.



Albert Wadle '52

In addition to his duties with the brokerage firm, Albert serves as vice president of the Bucknell Alumni Club of St. Petersburg, on the St. Petersburg Committee of 100, and as a member of the St. Petersburg Chamber of Commerce.

University Curator

Appointed to the newly created post of university curator at the University of South Carolina is Prof. Alfred H. Rawlinson '29. He formerly served as director of libraries.

As university curator, Prof. Rawlinson will be principally concerned with university-wide development of public display areas in which university treasures will be made accessible to viewing by the student body and general public.

The Bucknellian went to South Carolina in 1947 as librarian and professor of library science. He received his M.A. degree in English from the University of South Carolina and the B.A. in library science from Emory University.

During his tenure as director of libraries, two new libraries were added, the undergraduate library (in 1959) and the science library which has been opened in the Physical Sciences Center.

New Vice President

Donald P. McHugh '39 was elected vice president and general counsel of State Farm Mutual Automobile Insurance Company at the firm's board meeting on September 18. He had been vice president-legal for State Farm Mutual since joining the company in 1961.

A *cum laude* graduate of Bucknell, Donald received his law degree from Georgetown University. He had an extensive career in government service before joining State Farm. He served from 1956 to 1961 as chief counsel and staff director of the U. S. Senate Antitrust and Monopoly Subcommittee in Washington, D. C. Prior to that he had worked for the Treasury Department and the Department of Justice.

A Correction

Our apologies to Rebecca Lentz '65.

In our September issue we reported Becky was a truck driver, which was in error. She is employed by Schrader Research and Rating Service as a market researcher and teacher. In her work she travels and is involved in public relations activities. Sometimes she moves mobile vans, but this is incidental to her work as a market researcher and teacher.

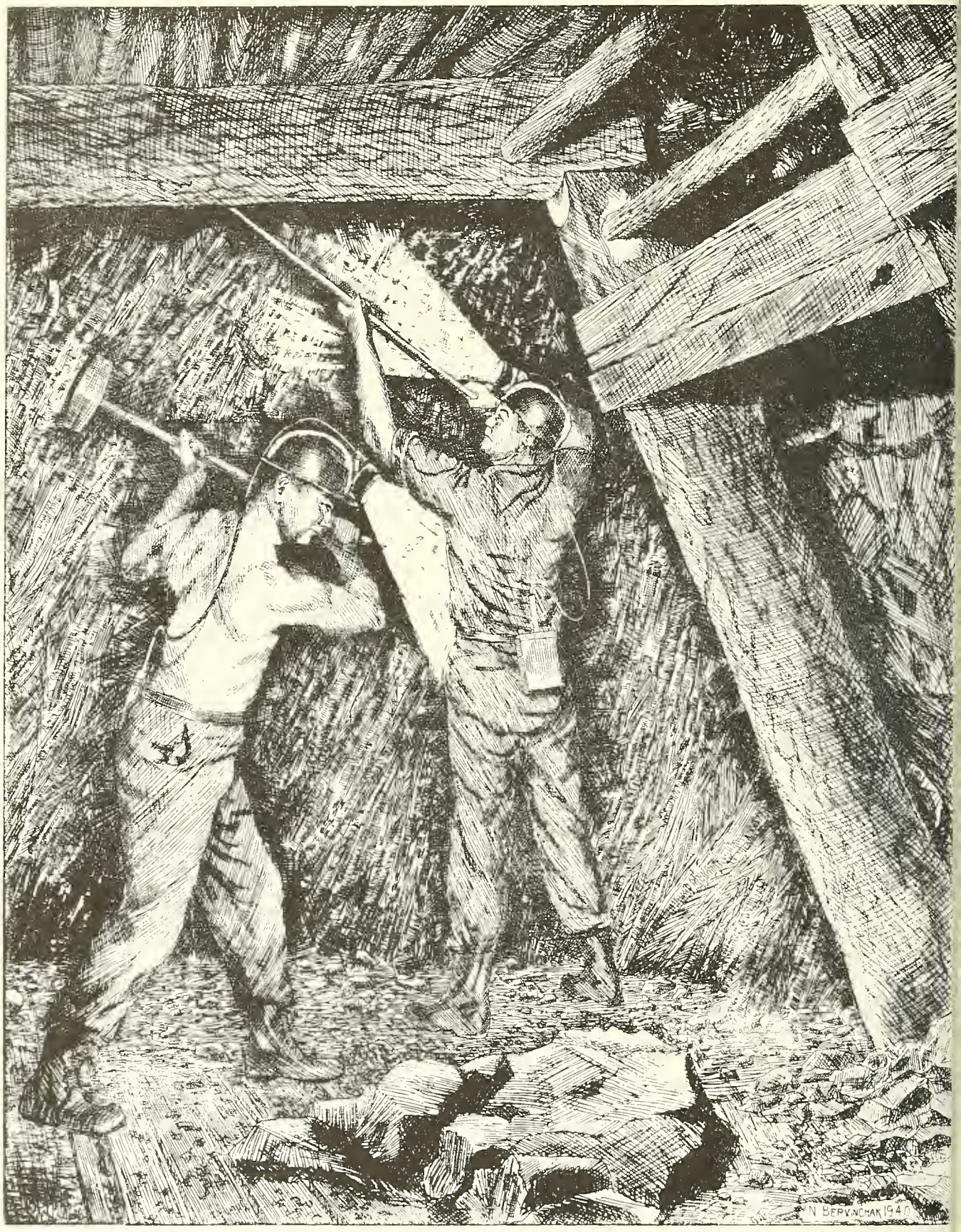
We regret this editorial error.

Begins Alumni Duties

Dr. Melvyn L. Woodward '53 has joined the University as Associate Director of Alumni Relations. Dr. Woodward also will serve as Director of the Institute for Community and Industrial Research and Services.

Formerly associated with the faculties of Ohio State University and Kent State University, Dr. Woodward's most recent appointment was Associate Professor of Business Policy, Organization and Administrative Theory at the University of South Carolina. He has also served in a consultative capacity with several major corporations and government agencies, and has lectured in numerous executive development programs. He received his MBA and Ph.D. de-

Continued on Page 39



DRESSING THE GANGWAY

N. Bervinchak
1940

UPWARD BOUND

SUMMER: A SEASON OF DISCOVERY

By W. B. Weist '50

"Before I came here I was a flop, a plain Peanut, a failure, but the past six weeks have been the most fun and at the same time, the most informative I have ever spent . . . ."

"These weeks have been like a Renaissance in our lives . . . ."

"The future looks bright and full of opportunities for us in Project Upward Bound at Bucknell University. If we take advantage of these opportunities, we can gain a storehouse of knowledge we will never lose . . . ."

THEY are learning.

They are putting into words new thoughts whose stimuli are new people, new ideas, a new environment, a new way of looking at the world.

They are the fifty students enrolled in the second year of Project Upward Bound at Bucknell. Dr. Richard Wagner, assistant professor of psychology, directs the program aimed at motivating high school students identified as "under-achievers" who have the ability to continue their education beyond the twelfth grade. Thirty-six of the students on campus this summer were returnees, boys and girls from the anthracite coal regions (located about thirty-five miles from Bucknell) who had completed a summer session in 1966 and weekly "follow-up" meetings during the 1966-67 school year. Fourteen new students were enrolled from the Milton School District.

"One of the really unfortunate aspects of programs such as Upward Bound is that their purpose gets obscured by the emphasis used in seeking to describe what's being tried, what's to be done and for whom," Dr. Wagner explained. "You know, words such as 'disadvantaged,' 'under-achievers,' 'cultural deprivation' do have a way of stopping thought and conversation. With as little jargon as is possible, you can say that we're trying to motivate and to provide remedial help where needed for boys and girls from the tenth, eleventh, and twelfth grades in the Mount Carmel and Shamokin School Districts and, this year, from the Milton School District. All of these students come from families whose incomes are low and whose educational attainments are very limited. We know from their school records that each of these boys and girls has something on the ball, but they are not showing that potential in the classroom. So, we're trying to fill one of the gaps in their lives by showing them what they could do if they wanted, what's attainable if they want it, and what the roads are that must be followed to get there. And we also help them remedy some of the defects in their knowledge, many of which they acquired by simply not caring or knowing."

Dr. Wagner is a social psychologist. He received his B.A. degree from Haverford College and his Ph.D. from the University of Michigan in 1963. From 1963 until 1964 he was a Fulbright Fellow in Chile, serving on the faculty of the Universidad Catolica. While there he conducted cross-cultural research on the nature of interpersonal relationships between and among workers in selected industries and between and among selected engineering students. He joined Bucknell's faculty in 1964. His chapter on "Small Group Behavior" is included in *Psychology—The Experimental Approach,* by Dr. Douglas Candland, professor of psychology. The work is scheduled for November publication by McGraw-Hill. Dr. Wagner is married to the former Lois Cowell, a graduate of the University of Michigan. They are parents of three children.

THE program Dr. Wagner describes in jargonless terms has two parts: a seven-week term held on campus concurrent with summer school, and a program conducted during the school year in each of the school districts. The latter phase concentrates on remedial work and uses Bucknell undergraduates in tutoring roles. Undergraduates also work in both phases of the program as counselors for the students. A former Deppen Scholarship student, George Cravitz '67, serves as one of the assistant project directors. A native of Mount Carmel, George is also a graduate teaching assistant in the department of English and is working for a master's degree. Mr. Walter Neary, a member of the Shamokin Junior High School faculty, is the other assistant director.

◆ *"Going Down, Down, Down" is the title of a famous ballad of the anthracite coal miners. Nicholas Bervinchak, Minersville, who learned how to mine as a boy, executed the etching at left in 1940. It is entitled "Dressing the Gangway." Mr. Bervinchak's etchings and engravings have been exhibited in Philadelphia and New York.*

This summer, the second such session held on campus, students attended seminars in English literature, on contemporary social problems, and on college life and admissions procedures. They were also invited to audit selected summer school classes, and to attend special remedial workshop sessions in English and mathematics. In addition to afternoon recreation periods and free time, art and drama workshops were conducted under the direction of David Armstrong '69 and Miss Ellen Headley '62.

Activities for the students included trips to Penn State University and the Williamsport Community College, a visit to the Lock Haven State College Upward Bound program and a two-day field trip to Washington, D. C. To provide a "mix" aimed at pointing up differences and similarities in the coal regions and the city, fifteen students from the programs at Bucknell and Temple exchanged places for one week.

"This exchange is very fruitful," Dr. Wagner observed, "for the slum life of the city is something they experience, something they see not on TV or in the newspaper, but with their own eyes. And they meet boys and girls of their own age who live in this environment, who have to confront problems they haven't known. In like manner, the boys and girls from the city are able to see that others have problems, too, problems sometimes even more difficult than those which confront them. Maybe the payoff from that brief week of exposure is not immediate, but it does and will make a difference."

Above: Dr. Richard Wagner, center, checks work of student. Below: Instruction concerns some intricacies of math.

THE boys and girls who were on that exchange visit to Temple did write of their experiences in a newspaper produced, written and edited by the students. In the *Koal Kracker,* one exchange visitor observed: "Although most of the students were friendly, the general atmosphere and location of Temple seemed depressing." That same student didn't like the "enforced recreation" or the serving of "eggs four times that week." However, on the same page, a Temple student observed: "The teachers were nice except they asked too many questions. Even though Bucknell was nice and everybody there was great, I am still glad I am returning to Temple because I miss all my friends there."

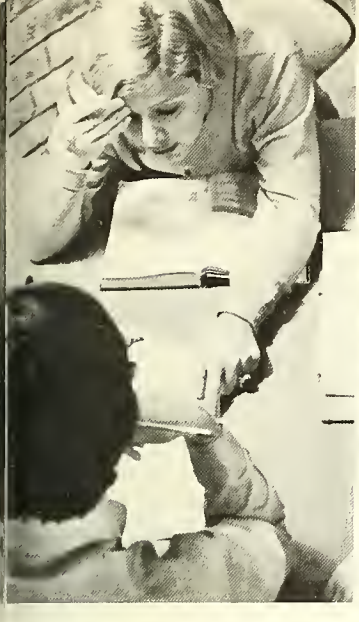
A source of commentary on people and programs—one editorial exclaimed: "We should be thankful that our program is as liberal as it is"—the *Koal Kracker* provided an outlet for some original writing from news to short stories and poetry.

"We are proud of that journalistic adventure which the students began. They are blunt, pull few punches and believe in getting to the truth of the matter. Al Jacobs, (Mr. Alfred V. Jacobs, instructor in English) who taught our literature and creative writing seminar this summer, achieved some rather spectacular results. And John Anderson (Dr. John W. Anderson, assistant professor of economics) and Jim Sperry (Dr. James Sperry, assistant professor of history at Susquehanna University) did a great job in our social problems seminars. Maybe that's what the student from Temple meant by the teachers asking too many questions. Our boys and girls read extensively and intensively this summer, and were prepared to probe all kinds of problems in literature, in history, in economics, in almost every area that problems took them in their discussions."

SOME of the problems discussed focused on drama and the theater, for every Thursday night the Upward Bound students attended a performance at the area's newest summer attraction, the Landing Playhouse in Shamokin Dam.

"That was a real departure from the routine of life for the students. In fact, most of them had never before seen a real, live performance by professional actors. And this was sustained for seven weeks, or for seven different plays in seven different settings, although the actors sometimes were the same," Dr. Wagner explained.

"But it wasn't just the plays that made the impact. The actors and actresses at the Landing Playhouse became interested in our program, and they held a little seminar for the students after the seventh play. Some of the questions which I remember the kids asking were: 'How do you adapt so quickly from one character to a completely different one from one week to the next?



Above: Dr. John Anderson, second from left, conducts seminar on social problems. At left: Tutoring continues in Saturday morning classes.

Students discuss admissions with Dr. Wagner, seated at center.

How did you get started in show business? What are the most difficult roles you have played?' What impressed me was the relative sophistication of the questions, and how interested and excited the students were as the weeks went by. That weekly visit to the theater was very important," Dr. Wagner observed.

The "liberal" aspect of their life on campus—which all Upward Bound students say they enjoyed—went like this: Five Bucknell student-tutor-counselors lived with the students in each of the female and male residences. There were 29 boys and 21 girls in the program this summer. The only restrictions placed on them were that they request permission to leave campus and that they be in their dormitories by 10:30 on evenings on which there were no planned activities.

"This is always the first aspect of the program which critics attack. It usually takes the form of 'You're too soft on them.' My response is simply that we don't want these boys and girls to get the idea that college life, or, if you will, intellectual endeavor, consists primarily of more and more rules. They have plenty of rules now and it didn't get them anywhere. If there is persuasive force in ideas, if the life of the mind has intrinsic values which need no big stick to prove those values, then the trick is to get the young people to discipline themselves. In the end, that is the most effective discipline anyhow, the very base on which civilized life is made possible. Admittedly, it doesn't always work, and it may even cause some big headaches. We have had some headaches, but, in the two years that we have conducted this summer program with 50 boys and girls in this age bracket, I am pleased that our headaches have been far fewer in number than I had anticipated."

WHAT was the key to the success in the handling of the students on campus during the summer program?

"The answer to that is easy," Dr. Wagner responded quickly. "The success of the program right down the line can be credited to the Bucknell undergraduates who have literally lived with the Upward Bound students for 24 hours each day. They give emotional support when needed, they build and rebuild tattered egos, they provide shoulders to cry on, or just some honest, human understanding for a personal problem, however trivial. And one of the things I want to note is that the excellent job these undergraduates have done, and are still doing, is solid evidence of the high quality educational program at this University. In fact, I'm pleased that our tutor-counselors regard this effort as an intrinsic part of their own education. They don't miss any opportunities to learn—or to teach."

The Bucknell undergraduates who have won this high praise include George Cravitz '67, Shirley Veenema '69, Stephen McConnell '68, Esronald Mizell '70, Wayne Walters '69, and Barbara Batzer '69. The Upward Bound staff has been augmented now by several more undergraduates who provide remedial aid in math and English. These students include Jeanne Zang '72, Lois Peoples '69, Pat Sontag '69, Vivian McDonough '69, and Christine Molinero '69.

If the undergraduates at Bucknell have done their jobs well, so must other young counselor-tutors across the nation be performing at a peak of excellence in demanding roles. Press reports from Washington claimed at the outset that "of all the altruistic schemes unveiled by chief-

tan Sargent Shriver in the War on Poverty, Upward Bound was the one voted least likely to succeed." However, compared to the usual rate of eight percent college entrance from the poverty population, a phenomenal 78 percent of Upward Bound seniors went on to college in 1966. This year, the rate climbed to 83 percent of the 1967 seniors—an astonishing figure in view of the fact that these students when they began usually had pretty dismal C or C-minus grade averages. In addition, the dropout rate for Upward Bound students in their freshman year at college was only 12 percent. And most of the 250 colleges that gambled on the program by waiving standard admittance requirements for Upward Bound students are enthusiastic with the results.

Shirley Veenema '69, tutor-counselor, checks work of students in summer art seminar. Some student paintings are in background. Dave Armstrong '69 led Art Workshop.

"We are enthusiastic with the results in our program," Dr. Wagner asserted. "Bucknell has admitted several UB students on a regular basis, some from programs at other colleges. Two of our boys are now attending a fine prep school, repeating their junior year to make up for deficits. One of these was a vocational student entering his senior year and headed nowhere. It now looks as if he is headed for a good college. Another student was enrolled for a remedial year of work and then two years of regular study at Williamsport Community College. However, the Office of Education and the OEO began programs at several selected small colleges where some new teaching methods are to be used. In effect, UB students will receive remedial help first and then accelerated studies in a four-year program. Our young man was accepted for one of these new programs and is now hard at work."

IS guidance built into the program?

"It has to be," Dr. Wagner answered. "This is one of the primary tasks with the seniors in our program. We help them to select schools and to apply for admission, and we write lengthy evaluations for them. We also take them for visits to campuses within reasonable commuting distance. But this is only part of the job. We try to get to know each one personally, try to see how he sees himself or how she sees herself. In that sense, you could say we are working intimately in guidance."

There are some results which have occurred off campus. The young people from Mount Carmel and Shamokin, two communities at the center of the depressed anthracite coal regions, organized their own Civic Improvement Program. Aided and guided by their teachers, they set out to prove that not all teenagers are a "bunch of hoods," that most young people could devote themselves to helping others.

They made their point by assisting elderly people with household chores, by babysitting, painting, cutting grass, and reading to the blind. They also undertook a venture to help underprivileged children learn skills they hadn't been taught.

"What this probably means," Dr. Wagner commented, "is that children still learn many things by example. This is a lesson which I am afraid some educators and parents seem to have forgotten."

THE Upward Bound students don't seem to have forgotten it. Jobs may be scarce in the coal regions. The population may continue to decline, as it has for the past two decades. The hills around their communities may have been stripped bare of all vegetation in the hungry search for coal. But they have discovered something new.

"It's been great," one student writes of his experience at Bucknell. "That's about the most simple way to express my complex feelings. What more can I say? How can I make someone know exactly what I feel? What can I do to show them I am grateful? How can I thank them for all the pleasure-filled hours and even more so, for those not so pleasant? Yes, more so for those, because they've taught me more about life than any amount of pleasant hours ever can. Those times were rough, but they made me think for myself about life and the small role I play in it. I realize I am not a leading character and that I may never be. Right now that's not important. What is important is that I find my true role and act as best I can."

PAY TRIBUTE TO DEPPEN SCHOLARSHIP STUDENTS

"The academic achievements of these students speak best the purpose for which their benefactor endowed the Deppen Scholarships at Bucknell."

The speaker is President Charles H. Watts II at ceremonies held Thursday, November 9 in the Mount Carmel Area High School in honor of Attorney Joseph H. Deppen '00.

"Few communities in our nation can boast of such a richly endowed educational future for its high school graduates who can qualify. Mount Carmel is unique in its opportunities and in the promise of her sons and daughters. And, if we are to judge by achievements to date, the foresight of Joseph Deppen included sound knowledge of the people among whom he lived. He knew that, with help, they could create a better future for themselves and for their children. He knew they were capable of achievements of which even they may never have dreamed," President Watts asserted.

A native of Mount Carmel, Attorney Deppen died at the age of 88 in 1963. He left an estate valued at some $2.2 million, approximately $1 million for endowments of scholarships at Bucknell. In his will be stipulated that those receiving the benefits of the scholarships "shall not be habitual users of tobacco, narcotics, intoxicating beverages and shall not participate in strenuous athletic contests." Recipients also must be graduates of Mount Carmel High School and be residents of the community for a minimum of ten years.

A borough of about 10,000 in the anthracite coal regions, Mount Carmel does and can boast of a solid record of victories on the gridiron. From her athletic fields have gone hundreds of sons to do battle in college and universities—usually via the athletic scholarship. But, ever since 1963, Mount Carmel Area High School can send on to Bucknell all those who qualify for higher education and in need of financial aid but who lack the added qualifications of athletic prowess.

The students are doing very well. The first scholarship holder, David M. Wilkinson '65, graduated with *magna cum laude* honors and is now enrolled at the School of Medicine of New York University. The second graduate, George Cravitz '67, transferred from a state college, earned dean's list honors in his two years at Bucknell and was awarded a scholarship for graduate study in English.

Of the 14 Deppen Scholarship students now at Bucknell, nine were on the dean's list for the second semester 1966-67, and six of the nine have cumulative averages above 3.2. Eleven of the students exceeded the all college mean of 2.703.

Scholarship students include Richard Getrich, Dorothy Hornberger, Anthony Matulewicz, Michael Sarisky, and Mary Slavinky (Class of 1968); Richard Barret and Craig Hornberger (Class of 1969); Daniel Buraczeski, Matthew Ecker, Dennis Honabach, Halina Parry, Alan Roberts, and Leonard Swatski (Class of 1970). Entering freshmen include David Barnes, Robert Bolstrum, Gerald Breslin, Joseph Shovlin, Virginia Beckno and Judith McCoy.

Joseph P. Deppen Scholarship students at Bucknell include, seated left to right, Leonard Swatski, Mary Slavinski, Halina Parry, Virginia Beckno and Anthony Mataulewicz. Standing, Richard Barret, Matthew Ecker, Alan Roberts, Michael Sarisky, Dorothy Hornberger, Judith McCoy, George Kravitz, Daniel Buraczeski, Gerald Breslin, Dennis Honabach. Portrait of the late Attorney Deppen is at back.

AROUND CAMPUS

Man on Our Cover

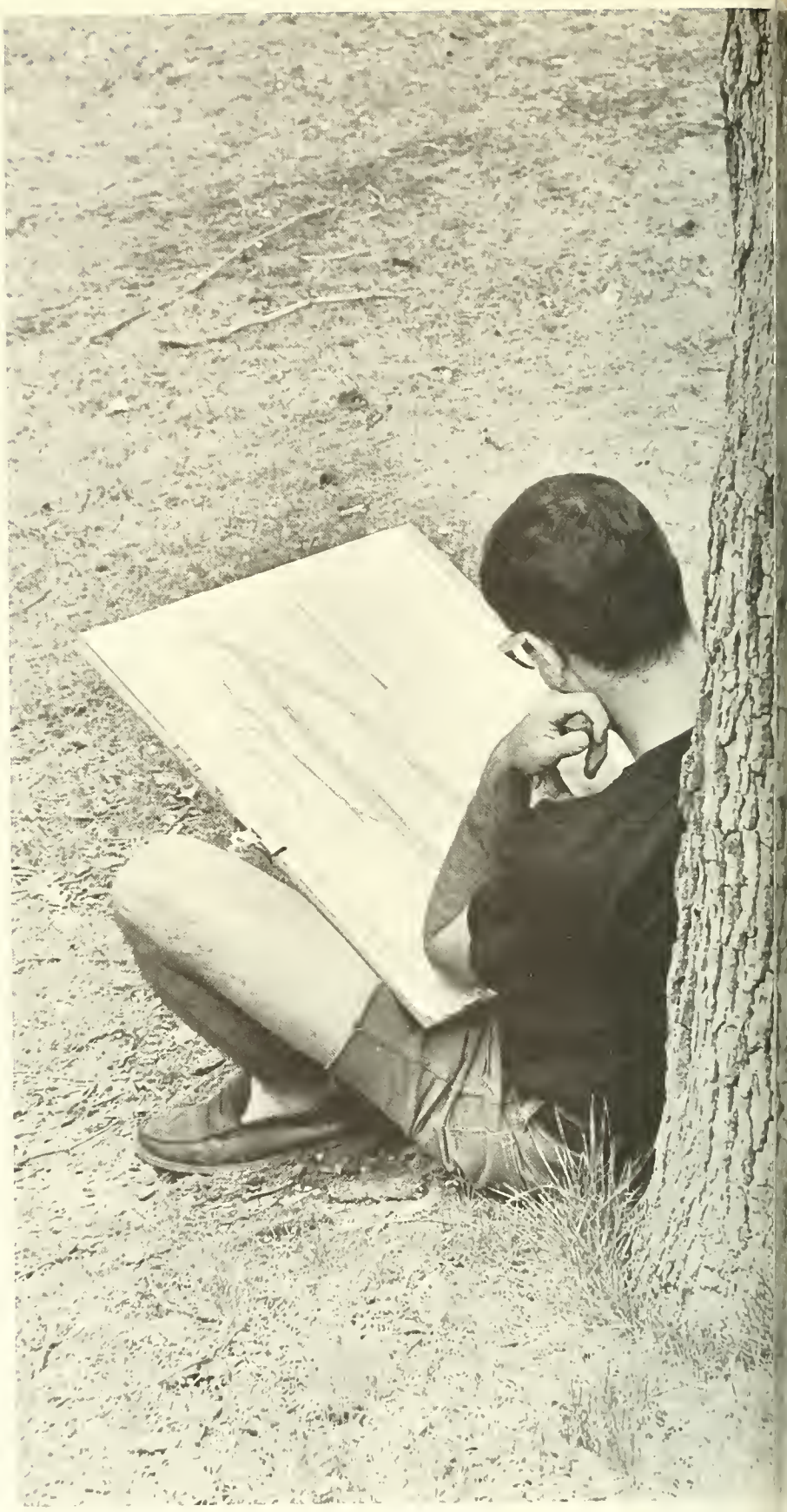
"The Necessity of Poetry" was the title of Dr. C. Willard Smith's Class of 1956 Lecture presented on October 24. The award of the Lectureship is made annually in recognition of inspirational teaching and is the gift of those who were graduated from the University in 1956.

Dr. Smith has been a member of the teaching staff since 1925 when he joined the department of English as an instructor. He was named professor of English literature in 1946 and was subsequently appointed chairman of the department. In 1964 he resigned as department chairman in order to devote his time more fully to teaching.

During his more than 40 years here, Dr. Smith has taken an active part in University life. In 1944 he founded the Institute for Foreign Students and for more than 12 years served as director of this project which annually brings a large contingent of foreign students to the campus for study prior to enrolling in American colleges and universities.

He was also instrumental in the formation of Cap and Dagger, campus dramatics group, and is a former associate editor of the Bucknell Studies, a scholarly publication now known as the *Bucknell Review*. Dr. Smith also serves as secretary of the faculty.

Most recently, in 1966, a second printing was issued of Dr. Smith's critical study of Robert Browning's poetry.



The arching branches of the ancient trees on campus are the subject of study for a student artist.

The Varied Worlds of Bucknellians

Continued from Page 31

grees from Ohio State University in 1964. A veteran of two years of active duty with the U. S. Marine Corps Reserve, he retired in 1961 with the rank of Captain.

Presently serving as a member of the Board of Directors of The General Alumni Association of Bucknell, Dr. Woodward was chairman of the board's Alumni College Committee. Co-founder and past president of the Bucknell Alumni Club of Central Ohio, he has served for the past five years as a board member of the Phi Lambda Theta Alumni Association.

The Institute for Community and Industrial Research and Services, which Dr. Woodward also directs, is an integral part of the university. It enables Bucknell to provide specialized research, consultation, personnel training and other professional services which are so often needed by communities and industrial enterprises in the Upper Susquehanna Valley Region.

Among the many and varied functions it is expected to perform are materials testing and related problem research commissioned by industrial enterprises; analyses of production processes, personnel deployment and equipment design; studies of personnel management practices, purchasing, sales, accounting and other business operations; and technical assistance on development of physical renewal plans and public service programs, their funding and implementation.

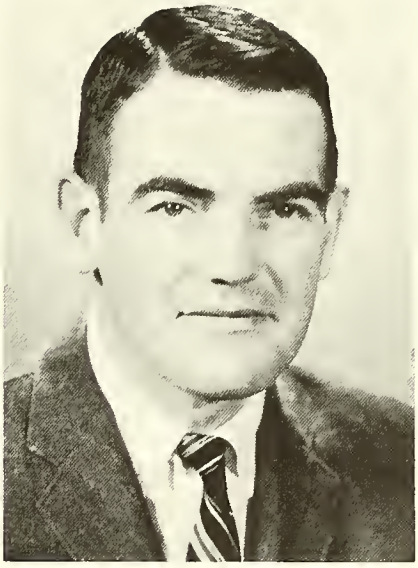
The institute's principal staff resources will be members of the university faculty in all relevant departments. It will give priority to meeting the needs of communities and enterprises within the immediate region, but it is expected that it will be able to expand its operations when the personnel and facilities for doing so are available.

While initiated by and based at Bucknell University, it is hoped that the institute will encourage participation by other institutions of higher education in the region.

The nature of the institute is such that it will not only aid area industries and communities, but will also meet several needs of Bucknell University. It is designed to provide professional development opportunities for various faculty members, clinical or field practice experience for students, and the sharing of research facilities with area industries.

Now associated with Mr. John Shott '22, Alumni relations director, Dr. Woodward began his new duties on September 1.

He is married to the former Marilyn Miller. The parents of three children, the Woodwards reside at 119 South Third St., Lewisburg.



Dr. Melvyn Woodward '53

Lindback Awards

Winners of the Lindback Awards for distinguished teaching during the 1966-67 academic year were John S. Gold '18, professor of mathematics, Dr. F. David Martin, professor of philosophy, and Dr. Richard P. Nickelsen, professor of geology.

Presented at Bucknell for the seventh straight year, the awards are made possible by a grant from the Christian R. and Mary F. Lindback Foundation. Lindback was a member of Bucknell's Board of Trustees from 1937 to 1950.

A native of nearby Turbotville, Professor Gold received bachelor of science and master of arts degrees from Bucknell, and has been a member of the faculty for 47 years. Prior to coming to Bucknell as instructor in mathematics in 1920, he taught for one year at Milton High School and one year at Towanda High School.

Dr. Martin, who has received a sabbatical leave for the first semester of the current academic year, holds bachelor of arts and Ph.D. degrees from the University of Chicago. He joined the Bucknell faculty in 1949 as an assistant professor of philosophy.

He received a Fulbright Grant for study in Italy in 1957-58 and 1958-59, and is currently working under a Lilly Post-Doctoral Fellowship to continue his study and writing in the relationship between religion and art from the standpoint of aesthetics.

A member of the Bucknell faculty for the past eight years, Dr. Nickelsen earned a bachelor of arts degree at Dartmouth and master of arts and Ph.D. degrees from The Johns Hopkins University.

Currently chairman of the department of geology and geography, he spent six years at Penn State before coming to Bucknell. Two years ago he studied at the University of Oslo under a grant sponsored by the North Atlantic Treaty Organization.

A Star Performs

The two performances of Honegger's symphonic psalm "King David" by Bucknell's department of music will feature a performer known to millions, Mr. Jack Palance. The performances will be given on December 1 in Harrisburg for the Pennsylvania Music Educators state conference and on December 2 in Davis Gymnasium.

A native of Hazleton, Pa., Mr. Palance received an Academy Award nomination for his performance as Jack Wilson in "Shane," and won the universal acclaim of critics for his Playhouse 90 performance as the fighter on the skids in Rod Sterling's "Requiem for a Heavyweight." His stage performance in "Darkness at Noon" and his motion picture roles in "The Big Knife," "Sudden Fear"

and "Panic in the Streets" have won him the applause of his professional peers. He is now preparing for a new movie with Sir Laurence Olivier.

His connection with Bucknell comes via Mr. Kenneth R. Bayless, Esq. '42. Ken knows Mr. Palance both as a friend and as a client. Through Ken's efforts, Mr. Palance agreed to be the moderator for Bucknell's production of "King David."

The background for the narration by Mr. Palance will be built around the 17-piece woodwind and percussion ensemble of the Bucknell Symphonic Band and the 100-Voice University Chorale, both conducted by Mr. Allen Flock, professor of music.

The symphonic psalm depicts the five stages in the life of David. It consists of 27 episodes and is done in three parts. Bucknell soloists who will also be featured include Martha Zeller, Hazel Gravel and Franklin Delcamp.

In addition to his performances in "King David," Mr. Palance will discuss the acting profession with students at Bucknell during his stay on campus.

Two Bucknell music students, Cordelia Ogrinz '69, left, and Leslie Geer '68, second from right, joined Mr. Jack Palance and Professor Allen Flock, right, at dinner meeting on performances of "King David."

Faculty Promotions

Eleven Bucknell University faculty members have received promotions which become effective at the beginning of the 1967-68 academic year. They were originally announced last June by Dr. Mark C. Ebersole, vice president for academic affairs.

Promotions from associate professor to professor were announced for Dr. Douglas K. Candland (psychology), Dr. Robert E. Slonaker, Jr. (chemical engineering), and R. Charles Walker (electrical engineering).

New associate professors are Dr. Jack C. Allen, Jr. (geology), Neil R. Anderson (art), Dr. Owen T. Anderson (physics), Dr. Kaith E. Ballard (philosophy), Dr. Joseph P. Fell (philosophy), Dr. Jack E. Harclerode (biology), Dr. John W. Tilton (English), and Dr. Hans Veening (chemistry).

Recipient of a bachelor of arts degree from Pomona College and a Ph.D. from Princeton, Dr. Candland joined the Bucknell faculty as an assistant professor in 1960. Author or co-author of numerous articles and research studies, he was promoted to associate professor in September, 1964.

Dr. Slonaker received a bachelor of science degree from Penn State, a master's degree from Bucknell and the Ph.D. from Iowa State University. He has been a member of the Bucknell faculty since 1951, and has served as chairman of the department of chemical engineering since 1964.

Professor Walker joined the faculty as an instructor in 1948, was promoted to assistant professor in 1952 and associate professor in 1957. He was named chairman of the department of electrical engineering in July, 1966. Professor Walker also taught at the University of Michigan where he received bachelor and master of science degrees.

Recipient of a bachelor of science degree from Southern Methodist University and master of arts and Ph.D. degrees from Princeton, Dr. Allen joined the Bucknell faculty in 1963 as an assistant professor.

Neil Anderson has been a member of the faculty since 1958 and holds degrees from St. Olaf College and the State University of Iowa. He has been granted a sabbatical leave for the present academic year.

Owen Anderson, who also received a bachelor of arts degree at St. Olaf College, earned master's and Ph.D. degrees from the University of Wisconsin. A member of the faculty since September, 1961, he also served as coordinator of graduate studies from 1964 to 1966.

Dr. Ballard, who is on a leave of absence during the coming year, taught at Yale and Amherst before joining the faculty in 1963. He earned a bachelor of arts degree at Princeton and master of arts and Ph.D. degrees at Yale.

Professor Fell, who also joined the faculty of the department of philosophy in 1963, previously taught at Penn State and earned a bachelor's degree at Williams and master's and Ph.D. degrees at Columbia.

Dr. Harclerode, who came to Bucknell in 1965 after serving three years as assistant professor of zoology at Ohio University, received a bachelor of science degree at Shippensburg State College and master of science and Ph.D. degrees at Penn State.

A member of the faculty for 13 years, Dr. Tilton received a bachelor of arts degree *cum laude* from Bucknell and a Ph.D. degree from Penn State.

Dr. Veening, who returned from a year's leave of absence, has been on the chemistry faculty since 1958. A graduate of Hope College, he also earned master's and Ph.D. degrees from Purdue University.

International Conferee

Dr. J. Steele Gow, vice president for planning and development at Bucknell University, was one of 220

educators in attendance at the Third International Curriculum Conference held September 17-22 at St. Catherine's College, Oxford University, England.

All teachers, advisers and administrators in attendance were involved in some phase of curriculum development. They represented institutions of higher learning in the United States, Canada and the United Kingdom. Observers in attendance represented Australia, New Zealand, Scotland, North Ireland, the Republic of Ireland and nations from Africa, the Council of Europe and Unesco. The Conference is sponsored jointly by The Schools Council, London, and the Ontario Institute for Studies in Education, Toronto, Canada.

Mr. Alan Bullock, vice chancellor of Oxford University and master of St. Catherine's College, presided at the five-day conference, where the main body of work took place in small international seminar groups devoted to particular aspects of curriculum development. Each seminar had a British chairman and a co-chairman from either the United States or Canada, all recognized authorities in their respective fields.

Dr. Gow, who came to Bucknell in 1965 from the University of Pittsburgh where he served as director for the Learning Research and Development Center, also accepted an invitation to join a special team of educators who visited the pilot-model Atlantic College at St. Donat's Castle, Wales.

Now in its fifth year of operation, the Atlantic College program is concentrated on international studies with its student body and faculty drawn from many nations of the world. Roughly equivalent to the senior year of high school and the first year of college in the United States, the experimental project seeks to prepare students for university study through an educational experience which orients them to the increasingly complex ties and relationships between and among the many nations of the world. A second Atlantic College, to be located in Germany, is now in the planning stages, and several others are envisioned for other countries, including the United States.

Marlene Scardamalia, a graduate assistant in the department of education, demonstrates her teaching skill at the conference on Learning Problems of the Migrant Child. The six-day session at Bucknell under the direction of the department of education was one of four in state designed to improve educational opportunities for children of migrants.

A political scientist, Dr. Gow is the author of four books and of numerous articles on education. For several years he taught at the Graduate School of Public Affairs and International Studies at the University of Pittsburgh, where he received his Ph.D. in 1951. He served most recently as a co-editor of *The Changing American School* published in 1966.

Noted Catholic Scholar

Dr. Geoffrey Wood, noted Catholic teacher and writer, has joined the Bucknell University faculty as assistant professor of religion. The addition to the department of religion of a scholar in Roman Catholic studies has been made possible, in part, by a grant to Bucknell from The Danforth Foundation.

The Danforth Foundation was created in 1927 by the late Mr. and Mrs. William H. Danforth of St. Louis. Its purpose is to strengthen education, through its own programs and through grants to schools, colleges, universities and other educational agencies.

The grant to Bucknell was made as part of the Foundation's continuing effort to strengthen liberal education by supporting appointment of additional faculty members to make possible expansion of course offerings in colleges with established departments of religious studies.

Dr. Wood has taught at Swarthmore College for the past year, and prior to that was in Washington, D. C., where he served in the dual capacities of instructor in theology at Catholic University and professor of theology and rector of Atonement Seminary.

A native of Philadelphia where he attended LaSalle High School, he received a bachelor of arts degree from Catholic University and also earned advanced degrees at that school and at Gregorian University and the Pontifical Biblical Institute in Rome.

Dr. Wood has done considerable work in the field of adult education, has lectured at a number of ecumenical dialogues and conventions, and is the author of numerous articles.

Faculty Authors

Four Bucknell professors have contributed articles to recent publications.

Mr. Donald G. Ohl M.S. '47, associate professor of mathematics, is among the distinguished contributors to the new 1967 edition of the *Encyclopedia Americana.* Professor Ohl wrote on the subject "Amicable Numbers" for the 30-volume reference set.

Dr. Harold E. Cook, professor of music, Mr. William R. Eshelman, professor of bibliography and University librarian, and Dr. Harry R. Garvin, professor and chairman of the department of English, are among the contributors to the latest edition of *The Explicator Cycolopedia,* Volume I, which deals with modern poetry.

Dr. Cook examines Humphries' poem "Little Fugue" from the perspective of a trained musician; Mr. Eshelman explicates some possible levels of meaning in Eliot's "Gerontion;" and Dr. Garvin probes some of the symbols involved in Stein's "Lipschitz."

To Conduct Research

Dr. Robert E. Slonaker Jr. M. S. '52, associate professor and chairman of the department of chemical engineering, has received a grant from the American Society of Testing and Materials for 1967-68. He will study single crystals of controlled shape and crystallographic orientation grown under varying conditions using the Bridgman technique. The strength and the electrical properties of these materials will be examined as a function of the rate of crystallization, the crystallographic orientation and, where pertinent, controlled changes in the crystal surface condition.

In previous work of this nature, Dr. Slonaker studied the factors affecting the growth and the mechanical and physical properties of bismuth single crystals. The present investigation will extend this study, using some of the techniques developed, to other low-melting elements and chemical compounds. The results from the research are expected to show that similar detailed investigations of high-melting materials are not only desirable but feasible.

Dr. Slonaker's major professional interests are in the areas of vapor-liquid equilibrium, spray-drying, high-temperature calorimetry and single crystal studies. He is the author of several published technical papers and is a member of the American Institute of Chemical Engineers, the American Society for Engineering Education, the American Society for Metals, and the Institute of Metals. Dr. Slonaker is also a member of Phi Eta Sigma, Phi Lambda Upsilon, Omicron Delta Kappa, and Sigma Xi.

Wins NSF Award

Dr. Paul H. DeHoff, assistant professor of mechanical engineering at Bucknell University, has begun a research program made possible by a grant of $9,400 from the National Science Foundation.

The research project, entitled "Nonlinear Creep and Relaxation Behavior of Anisotropic Crystalline Polymeric Materials," involves studies of properties of plastic films and fibers such as those used in clothing and laundry bags.

The properties of the films and fibers will be studied in pre-processed form in an effort to aid manufacturers in processing them. Dr. DeHoff will be aided in the one-year research project by John F. Sarnicola, Scipio Center, N. Y., who is studying for his master of science degree in mechanical engineering at Bucknell.

A native of Dallastown, Pa. Dr. DeHoff attended York Junior College for one year, received a bachelor of science degree in mechanical engineering and a master of science degree in engineering mechanics from Penn State University, and a Ph.D. degree from Purdue University.

He served three years as a mechanical engineer for Bendix Corporation, four years as an instructor at Purdue and one year as a research engineer for the E. I. dePont de-Nemours Company before joining the Bucknell faculty last September.

Announce GPA's

Grade point averages for the second semester of the 1966-67 semester have been announced and are listed by student affiliated groups:

Men's Scholastic Averages For Spring Semester '67	
Tau Kappa Epsilon	2.807
Delta Upsilon	2.704
Sigma Alpha Mu	2.702
Phi Kappa Psi	2.599
Sigma Phi Epsilon	2.575
Independents	2.573
Kappa Delta Rho	2.538
Phi Gamma Delta	2.537
Lambda Chi Alpha	2.530
Sigma Chi	2.478
Phi Lambda Theta	2.474
Theta Chi	2.446
Kappa Sigma	2.403

Women's Scholastic Averages For Spring Semester '67	
Alpha Phi	3.009
Delta Zeta	3.006
Alpha Chi Omega	3.005
Phi Mu	2.977
Independents	2.929
Delta Delta Delta	2.838
Kappa Kappa Gamma	2.792
Kappa Delta	2.737
Pi Beta Phi	2.612

Executive Skills

Continued from Page 4

the Ford Foundation and Carnegie Corporation in 1959. These reports proposed a reorientation of business education from its vocational character to a more professional and humanistic approach. Some progress has undoubtedly been made in overcoming the deficiencies cited, but change has been slow. In late 1964 a CED report stated:[6]

". . . much remains to be done before most schools can claim that they have fully met the criticisms raised in the late 1950's.

"Business school faculties need to be strengthened further. Research in the business schools still needs more support — and more first-rate minds. Many business schools still have not opened adequate channels of communication either with other parts of universities or with the business community. Not enough has been done in many institutions to add course material that is fresh and vital, or to cut away that which is decaying or dead."

ALTHOUGH the Ford and Carnegie reports focused on the undergraduate and graduate levels of business education, there also have been concern with the nature and measurement of the shorter, postgraduate or continuing type of educational activities normally categorized as executive development programs, whether offered "in house" or by outside organizations. Here the picture appears brighter. A number of corporations and educational organizations have demonstrated an increasing awareness of the public-policy dimension and have reacted constructively.

Several institutions have been offering programs or experimenting with structured educational activities designed to enhance the business manager's ability to meet the challenges involved in the political dynamics of a changing society. Among these are MIT, Columbia Business School. The University of California, and The Brookings Institution.

Since 1960, Brookings has been giving special attention to this area. It has developed a series of educational programs aimed at improving communication and understanding between executives in business and government. These have been conducted in cooperation with major corporations, and have varied in structure, content, and duration. They have included fellowships, conferences and seminars on Federal government operations and policy problems, and programs for Federal executives on business operations. Participants have ranged from corporate chairmen and presidents to men in the upper strata of middle management.

On the corporate scene, the International Business Machines Corporation in 1960 began exploring means by which its most promising managers might better understand and deal with the changing roles of government and business. The company built a structured educational experience on Federal government operations and policy problems into one of its key executive development programs. A. T. & T., G. E., Standard Oil Co. (N. J.), Shell Oil, Douglas Aircraft, Koppers Co., American Can, Corning Glass, Caterpillar Tractor, and others have also been engaged in a variety of substantive programs related to public policy problems and processes.

The late summer sun helps light the continuing work of scholarship as another academic year begins.

IT must be concluded then that the environmental aspect of the modern manager's job is in dynamic flux, and the task ahead for business and educators is unquestionably difficult and challenging. Executives must not only spend far more time in mastering the rapidly evolving conventional aspects of management theory, but they must also learn new disciplines. This is especially so in those conceptual-skill areas related to public policy, for all evidence indicates a greater interdependence and interrelatedness between business and government in the future. Time and resources will both be limiting factors in dealing effectively with this need for an enlarged repertoire of executive skills, yet there is no real choice. The failure to equip managerial talent for the political and governmental extension of its job may well lead to further, more drastic changes in the balance of power between government and business. If this is to be avoided, both businessmen and educators need to act decisively and imaginatively.

6. Educating Tomorrow's Managers—The Business Schools and the Business Community, a Statement on National Policy by the Research and Policy Committee, Committee for Economic Development, (New York), October, 1964.

The World of Sports

By David P. Wohlhueter
Sports Information Director

Cage Slate: 'Tough'

Bucknell's varsity cage team will start its season with a bang by playing one of the top ranked quintets in the country when the Bisons travel to Davidson on December 1.

The opening week could give Bucknell rooters a quick preview of the toughness of this year's schedule. After Davidson, the Bisons travel to Wagner, a team that has four out of five starters returning from last year's outstanding club. Also before their first home game, the Bisons take on Delaware, a contender for the Middle Atlantic Conference title. Finally, the first home game will be on December 9 against Lafayette.

The Bison quintet will also play for the first time this year in the LeMoyne College tournament in Syracuse, N. Y., on December 28 and 29 against LeMoyne, Vermont, and St. Francis of Brooklyn.

Only six lettermen are returning from last year's team that finished 11-11. Senior guard John Murphy is the only returnee averaging in double figures last year at 10.2. Coach Don Smith says, "We've lost quite a lot of scoring punch from last year, and without a lot of height on the squad, our best offense may have to be a very aggressive defense."

The leading rebounder on last year's team, 6-6 Craig Greenwood, pulled down an average of 10.9 strays a game as a sophomore, and Coach Smith is counting heavily on him for the same chores, and to help out with the scoring from his pivot position.

"We must stress fundamentals this year, like passing, dribbling, and most of all, good defense," said the Coach. Fitting right into this type of game is 5-8 guard Ed Farver, who is very quick, and is an excellent ball handler who excels on defense. Sharing the backcourt duties will be junior Jim Soller, who is probably the best passer on the team. Sophomores Vic Cegles and Ed Bondi should also help at guard, along with Jim Hinman and Steve Turner.

Up front, Smith will count on 6-4 Tom Schneider, a great man on the fast break. From the frosh team will be last year's leading scorer, 6-4 Jim Wherry, who averaged 25 points a game. Other candidates in the front court will be junior Carl Hohenthal and sophomores Jim Isbanez and Don Greiner.

Possible weaknesses of the Bisons will be lack of consistent scoring and rebounding. Several players will have to improve their shooting percentages for the hardwood men to have an effective offense.

Coach Smith will have his work cut out for himself to mold this team into an experienced group. Other opponents expected to give the Bisons a rough go of it are LaSalle, Penn State, Rutgers, and Colgate.

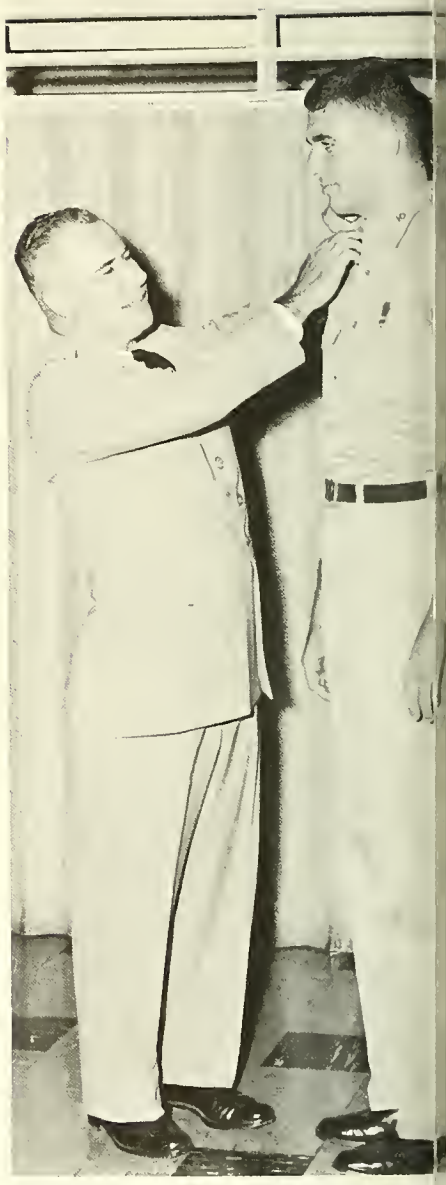
MAC Tank Champs

Even though the Bison swimmers won the Middle Atlantic Conference championship last year, this season's squad could be better. The Bucknell mermen have won the MAC crown the past four out of five years, and they're looking to make it five out of six.

Only two seniors are missing from last year's team. The 1966-67 undefeated freshman team was probably the strongest in the University's history. Returning freestylers are Co-captains Art Eber and Dave Landes, along with seniors Milt Grinberg and Jim Isaacs and juniors Jay Hass and Mike Sinkinson. Sophomores making a big bid will be Greg Olson, holder of three frosh records, and Brian Hiley.

The 1967-68 team will have only five seniors on its roster. There will be ten juniors and 12 sophomores.

Also returning is junior Chuck Buffington, 1967 MAC 100 and 200-



Colonel David W. Hayes, professor of military science at Bucknell who served this summer as deputy Commander of the Army ROTC Camp at Indiantown Gap Military Reservation, pins the insignia of rank on newly commissioned Second Lieutenant John S. Rodgers '67. John was top scorer for the Bison cagers in his junior and senior years, and now ranks among the top ten scorers in the history of basketball at Bucknell.

(U. S. Army Photo)

yard backstroke champion. He is co-holder of the MAC 200-yard backstroke record with another Bison swimmer, Fred Woertman. Sophomore candidates for that event are Dennis Eister and Bill Cathcart.

Returning for the breaststroke race will be MAC 100-yard champion, Chuck Petzold. Other outstanding competitors for that event are sophomore Tyler Walthers and senior Mark Kolman.

In the butterfly events, junior Bob Shoemaker will have company in the person of Jeff Wilkinson. Alan Butkow is a diver who has shown much improvement along with senior Thomas Gibson. Junior Dave Schmeiske will swim for the Bisons in the individual medley, along with Walthers and Eister.

While the Bisons may be the class of the MAC, the schedule continues to get stronger and stronger. Coach Bob Latour expects strong opposition from Army, Pitt, Colgate, Rutgers, Syracuse, all outstanding eastern independents. The record may not show the true power of the 1967-68 Bison swimmers.

On the Mats

There will be two "firsts" for Coach Bill Yeomans and his 1967-68 varsity wrestling team. For the first time since Yeomans has coached the grapplers, he will be able to have a man at every weight division. Also for the first time the Bisons will have more than one man at 123.

Last year the Herd finished 3-8. This year Yeomans feels that they can have a winning season. He says, "This will be a young, inexperienced team, but we have great potential to become a winner."

At 123 Ian Brown looks to be the best prospect, although Karl Marchenese and Neil Shiffler will give him competition. Stanley Czesak, outstanding as a freshman at 137, will move down to 130. He is very strong and aggressive, and Yeomans expects big things from him. George Leopold, a regular last year at this weight, has difficulty making 130, and may have to move up a class.

The 137-pound class is wide open with the failure of Bob Patrick to return to school. Bill Schaeffer, an alternate on the frosh team last season, is a definite prospect.

The strength of the team begins at 145 where Co-captain Charlie Sacavage excels. Charlie was 9-1-1 last year, and he has his eye on a MAC Championship.

Returning after a fine junior year at 152 is George Brinser. He was 6-3-1. Others competing for a spot at this class are senior Bruce Wray, junior John Thompson, and sopohomores Jamie Davis and Thomas Bosler.

Wrestling for the Bisons at 160 will probably be Ron Mease, who was undefeated last year. Craig Butler could provide opposition if he recovers from a knee injury. Yeomans is counting on another outstanding prospect at 167 in the person of Pete Sullivan, up to the varsity from an undefeated freshman year. He could be challenged by Bill Montgomery, who did not wrestle last year but was outstanding in high school.

Co-captain Dick Kaufmann adds his veteran talents at 177. Also captain of the football team this fall, Dick is a great inspirational leader. Another candidate at 177 is senior Dick Davis. Davis wrestled at heavyweight a year ago.

The team will still have its problems at heavyweight. Cliff Bennett, a member of the 1966-67 frosh squad, is expected to wrestle in this division, but is small for a heavyweight.

Summer Cage Camp

This past summer, Bison Basketball Coach Don Smith conducted a seven-day basketball camp on campus. Emphasis was on individual instruction for each boy. Participants came from four different states.

Members of the staff were Julius McCoy, head basketball coach at John Harris High School in Harrisburg; John Clark, coach at St. Francis College; Bob Davies, former Rochester great of the NBA; Dave Bing, last year's NBA Rookie of the Year; Dan Patterson, head coach at Delaware; Pete Carill, head coach at Princeton; and John Egli, head coach at Penn State.

Next year a one-week session is planned in June and another one in August. For further information, contact Coach Don Smith at the Bucknell Athletic Office.

WINTER SPORTS 1967-68

BASKETBALL

Fri., Dec. 1	Davidson
Sat., Dec. 2	Wagner
Wed., Dec. 6	Delaware
Sat., Dec. 9	Lafayette*
Wed., Dec. 13	LaSalle*
Sat., Dec. 16	Lehigh*
Mon., Dec. 18	Penn State*
Dec. 28, 29	LeMoyne Tournament
Thr., Jan. 4	Scranton*
Sat., Jan. 6	F & M
Wed., Jan. 10	Albright*
Sat., Jan. 13	American
Mon., Jan. 29	Colgate*
Thr., Feb. 1	Gettysburg
Sat., Feb. 3	Rutgers
Tue., Feb. 6	W & J*
Sat., Feb. 10	Delaware*
Fri., Feb. 16	Westminster*
Sat., Feb. 17	Lafayette
Wed., Feb. 21	Penn State
Sat., Feb. 24	Lehigh
Tue., Feb. 27	Gettysburg*
Mar. 1, 4	MAC at Palestra

SWIMMING

Sat., Dec. 9	West Chester
Wed., Dec. 13	Army
Sat., Dec. 16	Delaware*
Sat., Jan. 6	Colgate*
Sat., Jan. 13	Pitt*
Sat., Jan. 27	Syracuse
Wed., Jan. 31	Penn State
Sat., Feb. 3	Lehigh
Sat., Feb. 10	LaSalle*
Sat., Feb. 17	Lafayette*
Fri., Feb. 23	Rutgers*
Fri., Sat., Mar. 1, 4	MAC at West Chester

WRESTLING

Sat., Dec. 9	American*
Sat., Dec. 16	Delaware
Sat., Jan. 6	F & M
Wed., Jan. 10	Gettysburg
Sat., Jan. 13	Juniata*
Sat., Jan. 27	Hartwick
Sat., Feb. 3	Susquehanna*
Sat., Feb. 10	Colgate
Sat., Feb. 17	Moravian*
Sat., Feb. 24	Lafayette*
Mon., Feb. 26	Elizabethtown
Fri., Sat., Mar. 1, 2	Lebanon Valley

* Indicates Home Events.

RETURN REQUESTED

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BUCKNELL UNIVERSITY
LEWISBURG, PA. 17837

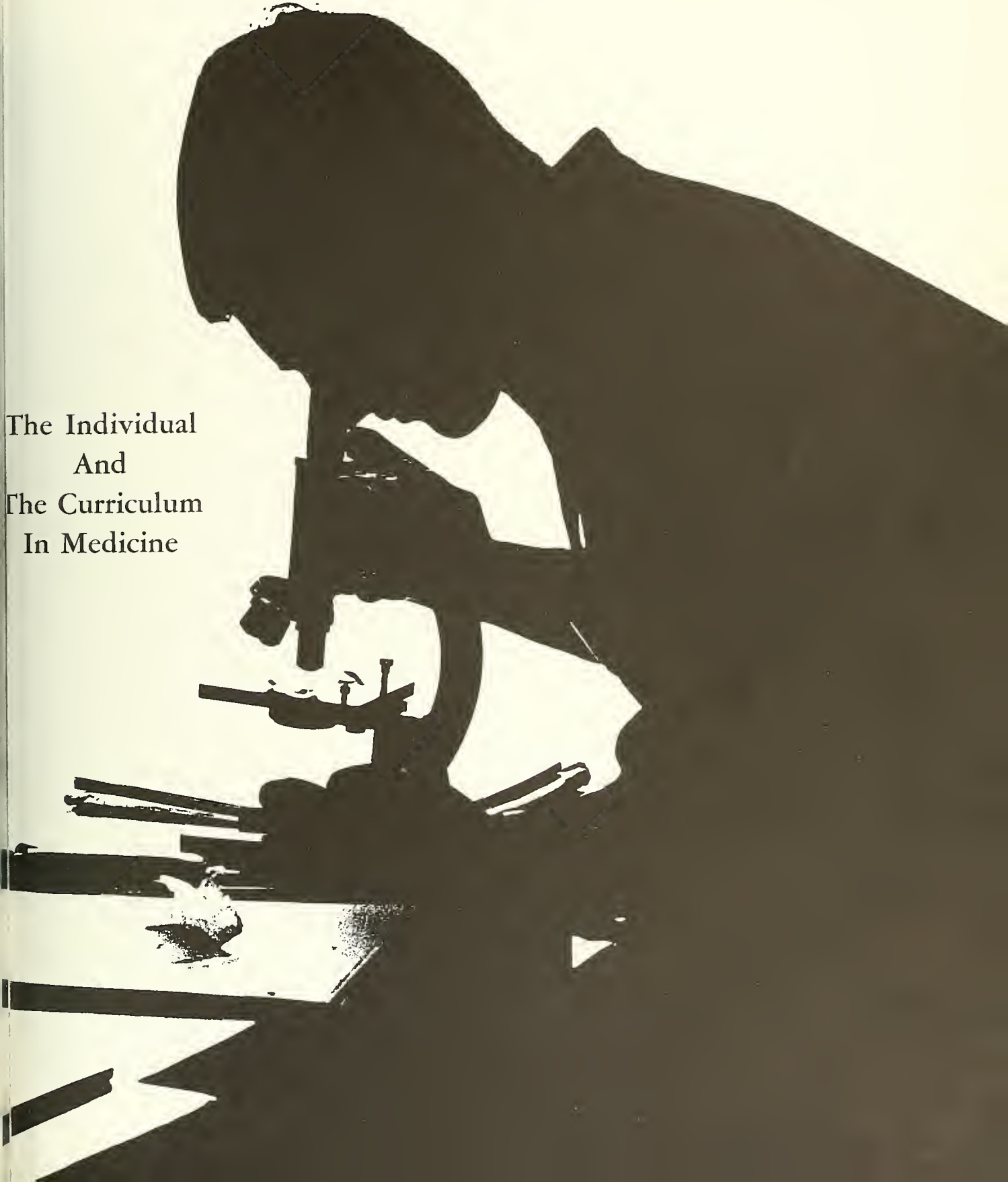
Mr. William B. Weist
522 Pennsylvania Street
Lewisburg, Pa. 17837

Painting Honors Memory of Anne Louise Church '66

"Landscape Near Montclair," a painting by K. I. Langdon, has been purchased from the Vose Gallery in Boston as a memorial to Anne Louise Church '66. The painting, an early 20th century work showing an area near Miss Church's hometown, will hang in the formal living room of the new women's residence hall. Purchase of the painting was made possible by funds provided through the Anne Church Memorial Fund. Miss Church died in July, 1966, as a result of injuries suffered in an automobile accident. Classmates extend special thanks to all contributors.

THE BUCKNELL ALUMNUS

MARCH 1968



The Individual
And
The Curriculum
In Medicine

Propose Revision in By-Laws

Alumni are asked to consider a revision of the Constitution and By-laws of the General Alumni Association. The proposed changes will be an important item of business at the Annual Assembly on Reunion Weekend, Saturday morning, June 1, 1968.

Voting on the revision will be the delegates and alternates chosen in each Alumni Club area by the Alumni Club President of the area.

Briefly, the proposed revisions are designed to accomplish two objectives:

1. Provide for at least one Director to serve on the Board of Directors and represent each of the twenty alumni districts into which the United States has been divided geographically.
2. To change the title "Alumni Secretary" to "Director of Alumni Relations," to conform with the present organizational chart of the University.

The revisions on which a vote will be taken in June read as follows:

ARTICLE VI—Directors

Section 1. The affairs of the Association shall be managed by a Board of Directors composed of twenty *elected* members and *five appointed members* who shall be *recruited* from the membership of the Association for terms of five years each. At least *five* members of the Board shall be women. No more than two Directors from any one alumni district shall be on the Board at any time. The five appointed members shall be appointed by vote of the Board of Directors. *The five appointed members shall be added at the rate of one each year until a total of five shall have been appointed.* The terms of *four* members shall expire annually, except during the period of change-over to this prescribed basis of election. The Board shall accomplish the election of all members on the above basis in the shortest practicable time without affecting the terms of incumbent Directors. The President of the University shall be a director, ex officio.

To conform with present practice the Constitution and By-laws shall be changed from the title "Alumni Secretary" in every instance where it appears to the title "Director of Alumni Relations."

BUCKNELL
THE ALUMNUS

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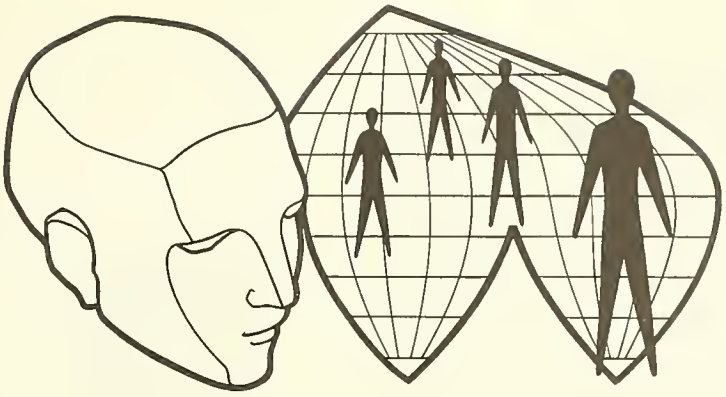
AN OLD WINTER SCENE

The photo at left wasn't taken this winter. You are looking east toward 7th St. on what is now Moore Avenue but which older grads knew as part of the "four-mile" walk. Note divided roadway. Trees at left have been removed to widen street. Photo was taken by William Schuyler, assistant professor of chemical engineering, emeritus.



Individual Responsibility in a Free Society

BEN SHAHN, noted American artist, Thomas J. Watson, Jr., chairman of the board of International Business Machines, and the Honorable Sol M. Linowitz, United States Ambassador to the Organization of American States, are among the speakers who have accepted invitations to speak at Bucknell's convocation on "Individual Responsibility In A Free Society" on May 3 and 4. Convocation Chairman Dr. Detlev W. Bronk, president of the Rockefeller University and a Bucknell trustee, has indicated that additional speakers will be announced in the near future.

Invitations to the two-day event are being sent to all Bucknell alumni and parents as well as friends of the University. The object of the event is to bring to the campus a group of outstanding speakers who, by addressing themselves to the convocation theme from different perspectives, will stimulate a week-end's serious discussion by the campus community and invited guests.

In speaking of the aim of the convocation, Dr. Charles H. Watts, Bucknell President, said, "As the theme indicates, it is our purpose to testify to the importance of individual persons assuming responsibility for the character and quality of their society. Ours all too readily appears to be an era in which large and complex organizations, mass cultural movements and powerful societal forces so dwarf the individual as to negate his sense of personal responsibility. We believe that higher education institutions like Bucknell have a special obligation, both to their current students and to their alumni and friends in society at large, to redress the balance and to call forcefully to attention the primacy of the personal role. The trustees believe that concerned alumni, parents and friends of Bucknell will welcome the opportunity to hear these issues discussed by persons of outstanding qualifications and we most cordially invite our alumni, parents and friends to join the campus community in this program."

The convocation theme continues the admonition given by President Howard Malcolm in his Baccalaureate Address of August 17, 1853. "Go into the world," he advised graduates, "not to be mere farmers, lawyers or divines, but MEN, and let whatever concerns men, concern you."

The formal convocation program includes the following events:

BUCKNELL CONVOCATION

FRIDAY, MAY 3

1:00 to 8:00 p. m.—Conference Registration—Parents and Guests, Freas Hall

8:30 p. m.—Address: *"Intellectual Freedom and Responsible Action."* Speaker: (To be announced)—Davis Gym

SATURDAY, MAY 4

9:00-10:30 a. m.—*"Social Purpose and the Scientist"*
Speaker: Dr. Frederick Seitz, President, National Academy of Science
Panelists: (To be announced)
Coleman Hall Theater

"Social Purpose and the Artist"
Speaker: Mr. Ben Shahn
Panelists: (To be announced)
Vaughn Literature Auditorium

11:00 a. m.-12:30 p. m.—*"The Individual and Public Policy"*
Speaker: The Hon. Sol M. Linowitz
Panelists: (To be announced)
Coleman Hall Theater

"The Individual and Business Enterprise"
Speaker: Mr. Thomas J. Watson, Jr.
Panelists: (To be announced)
Vaughn Auditorium

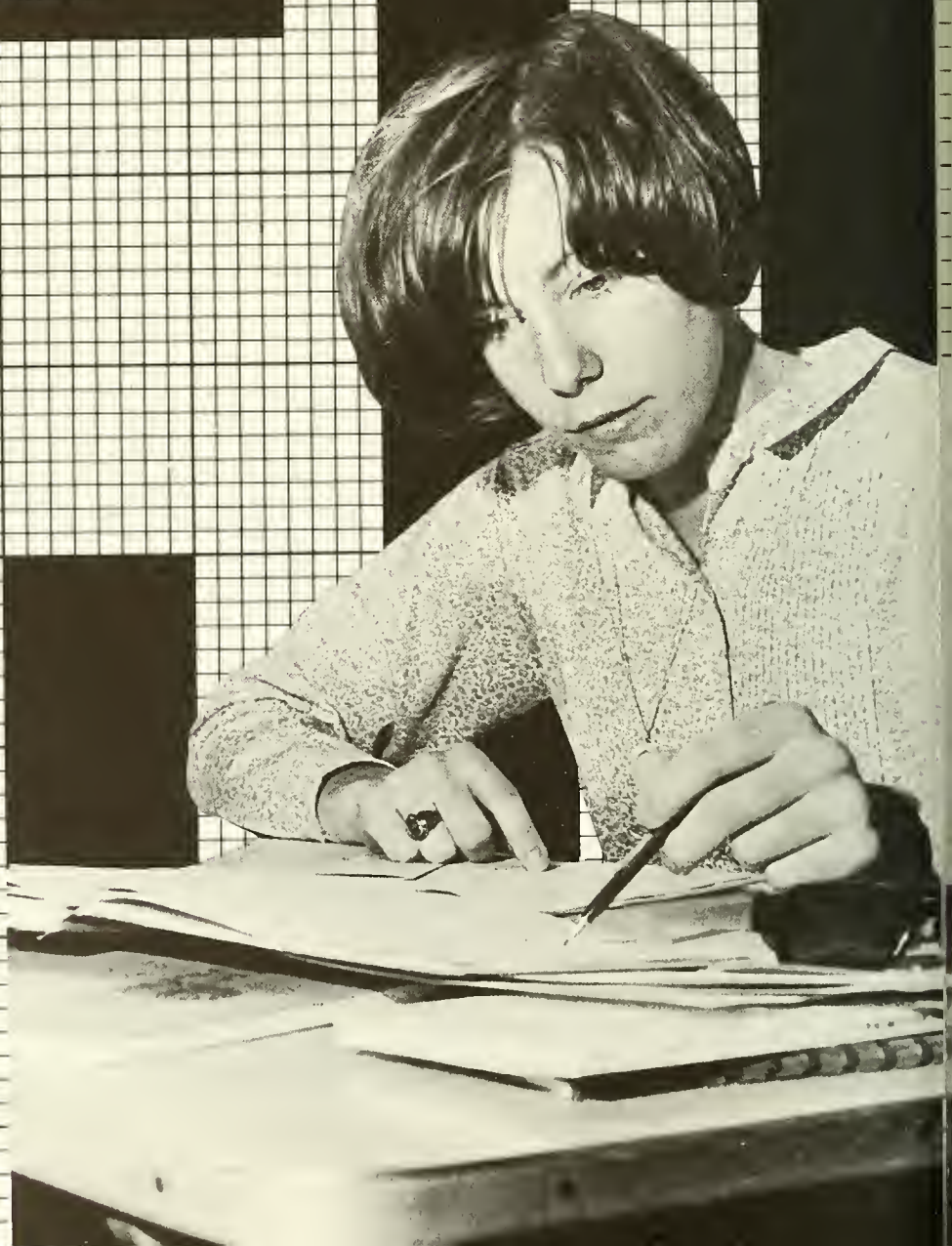
3:00 p. m.—Academic Convocation
"Individual Responsibility In a Free Society"
Speaker: (To be announced)
Davis Gym

Following the convocation on Saturday evening will be the presentation of "King David" at 8:30 p. m. in Davis Gym by the University Chorale, under the direction of Mr. Allen Flock. This will be a repeat performance of the work which received acclaim when presented in Harrisburg and Lewisburg in December. Cap and Dagger will also present William Saroyan's "The Time of Your Life" in Coleman Hall Theater at 8:30 p. m.

CONTINUOUS PROGRESS

Curriculum Experiment Aims at Mastery

By LAWRENCE LOCKE, *Associate Editor*
COLLEGE MANAGEMENT



A STUDENT, not a class, learns. That's the idea behind the continuous progress plan, an exciting curricular experiment underway at Bucknell University. Continuous progress, or CPP, began in—and is still pretty much confined to—the nation's elementary and secondary schools. Two years ago, Bucknell decided to extend it to the college level.

Bucknell's CPP students learn on their own. They use a wide variety of materials designed for individual instruction. They do not attend regular classes or lectures, but they are responsible to a particular professor who is their teacher. They see him when they want, study when they want and choose their examination dates. They can take as long—or as short—a time as they like, but they must master a subject before they can go on.

CPP sounds like a soft way to go to college. Study when you want, take tests when you want, move ahead at your own pace. What kind of education is that?

"CPP is education for the student," says Dr. J. William Moore, education department chairman and coordinator of the Bucknell program.

"Continuous progress teaches the student to pace himself and to value personal achievement. The logic behind the plan is simple. Every college naturally wants its students to master subjects rather than simply be exposed to various disciplines. Unfortunately, time and individual ability militate against mastery, even in courses where concepts are the content.

"For example, Joe and Bill both have a semester to grasp a set of abstract ideas. But the two are not equal intellectually, emotionally or in any other way in which human beings can differ. Consequently, they work and learn at different rates. While Joe easily earns an A, Bill may squeak by with a C or D. Does he really understand the material or is he just parroting enough to give the professor a twinge of conscience about flunking him?

"We are concerned with mastery on the student's terms. Whether it takes Bill one, one and one-half or even two semesters is secondary to the fact that he *has* grasped the subject when he finishes. With the traditional, time-oriented curriculum, a student may spend a full semester simply picking up a few facts. With CPP, he may take longer to learn, but he gets something for his time, effort and money."

BUCKNELL'S CPP—funded by two grants from the Carnegie Corp.—is in its third year. Moore and faculty members spent the first year—1965-66—planning. In the fall of 1966, about 135 of the university's 2,700 students entered CPP courses in philosophy, biology and psychology. During the second semester, the enrollment jumped to about 400. Last fall, 425 students enrolled in the three CPP courses. Two new courses—religion and physics—are being adapted to the CPP format. They will be taught for the first time next fall.

This article appeared in the January 1968 issue of COLLEGE MANAGEMENT. It is reprinted with the permission of the publisher.

Moore concedes that he met with some skepticism when he broached his continuous progress plan. However, a substantial number of faculty members were receptive to the idea.

"When we chose faculty members to start CPP rolling, we really had only one criterion in mind," says Moore. "We wanted teachers who were willing to experiment. It was that simple."

To determine whether CPP would work in the humanities as well as the sciences, Moore chose a course in each area, notably philosophy and biology.

Bucknell students take four courses each semester. If a course they register for is taught only by the CPP method, they automatically are in continuous progress. If not, they are in the standard curriculum. Most students are in one CPP course at a time.

A CPP course is structured in units. When a student thinks he has completed the first unit, he presents himself to his teacher and writes an examination. If he earns a B, the teacher gives him the materials for the second unit and he begins work on that.

IF a student fails to earn the B minimum, he is not summarily flunked out of the course. Take, for instance, the student who has earned B's in the first two units, but can't seem to make it in the third unit. Depending on the student, the teacher may:

Review the student's weaknesses with him and recommend that he schedule appointments for tutoring (usually by the course teacher), after which the student can choose another exam date;

Recommend that he try to approach the material from a fresh angle by listening to a taped lecture, reading printed material or by watching a film;

Suggest that the student go back to his original materials and review areas where the test indicates he is weak. Moore says that though this is by no means the ideal solution, it often is used because, at this point, not enough audiovisual materials have been developed.

But, in any case, the student is not permitted to progress to the next unit of instruction until he has mastered the previous unit.

When the student receives his new study material after passing a unit examination, he is again on his own. Conceivably, he could lock himself in his dormitory room and study until he felt he had a good understanding of the work. But individual instruction is not necessarily as solitary as self-instruction though sometimes it may be. Reading, for example, is individual instruction that is also self-instruction since the student does the reading himself and usually alone. However, most subjects lend themselves to other learning modes in addition to or in place of reading, such as group discussions and private conferences with the teacher.

FREE as it may sound, the CPP student cannot forget about time completely. Bucknell has set an arbitrary maximum of two semesters for any given course.

"However, some students can complete courses in much less time," says Moore. "If a student has the ability, the background, the personal stability and the time, is should surprise no one if he finishes a semester's work in eight weeks and goes on. We had two students who completed two full courses in one semester. Several others finished early in the semester, but decided to devote the remaining time to their three other subjects in the standard curriculum, rather than to advance in CPP."

This kind of individual progress, Moore points out, would be difficult, if not impossible, in traditional situations where the student is held back by his classmates and never challenged to personal achievement on his own terms and in his own time.

CPP teachers gave no formal lectures last year and they are giving none this year. However, beginning in the fall, they do expect to meet with students for what Moore calls "coordinated seminars." Ultimately, of course, the demands of the study material determine when and if seminars actually are used.

"We do not want the seminars to force a time sequence on the individual students," says Moore. "That again, would defeat the purpose of continuous progress.

"Instead, we use the mode of learning that is most appropriate to what is being taught. If the assignment is to write some prose or a poem, the mode of instruction is the teacher himself, since his judgments are required. Therefore, the teacher meets with the students singly or in a group, whichever is most helpful."

IF, on the other hand, the assignment is to grasp the concept of nationalism and trace its history in a state, the teacher may never meet with the students to discuss it. Or, if he does, he may develop an aspect they had not covered on their own. He may relate nationalism to contemporary world politics or contrast it with the concept of a world federation.

In this way, he adds something to their knowledge without forcing a time sequence on them. They can gain from his remarks regardless of what stage they are at in their unit work.

The seminars are designed to accomplish another purpose. "With the knowledge explosion pelting us with new facts every day, it has become painfully evident that there is a great lack in traditional education," says Moore. "Students don't know *how* to learn. In the seminars, the teachers will try to demonstrate how they think and how they attack a problem."

The demonstration will not be easy because the teacher's approach is at least partially a mental process. Too, all the students will not be at the same point in understanding the unit work when they attend these seminars. Therefore, the teacher will select an area of his discipline that is broad enough to interest them all. The method he uses to explore this material is the same method he wants the student to use in a particular unit of work. In effect, the student is encouraged to do in microcosm what the teacher is doing on a larger scale. How the teacher demonstrates his approach is, of course, up to him and the demands of his discipline.

THE CPP teacher specifies the materials necessary for his course. He may recommend excerpts from journals, novels, selections from textbooks, records, tapes, slides, films, printed lectures, or anything else that he thinks will help the student master the subject. If the desired material does not exist, the teacher develops it himself. As a general rule, textbooks are avoided as major teaching tools since they tend to impose their own time sequences and, therefore, work against CPP.

In CPP, it is doubly important that the study material be clear and comprehensive because the student does not have the routine daily contact with his professor. Once the study materials are in use the teachers watch the examination results. If students are failing to grasp a certain concept, the teacher checks the way the material presents that concept. Is it clear, complete, well-written? If not, the teacher looks for a substitute explanation, or develops one himself.

Does CPP force teachers to restructure their courses? "It doesn't force them to," says Moore. "Even if they go on teaching in the same old tired way, the students will still do better than they do in the traditional curriculum. We have found, however, that continuous progress stimulates the teachers and they almost automatically rethink and revamp their courses. They realize it is a new approach and most of them see the benefit of designing content that complements the form."

CPP students take examinations whenever they feel ready, but when present plans are put into effect, few of them will take the same test. Already, the biology teacher uses a computer to assemble a new examination for each student. Previously, probably when organizing the course material, the teacher has compiled a list of questions—perhaps 300—drawn from the unit matter and has fed them into the machine. When he wants an examination for a student, he "asks" the computer for 20 random questions. The machine makes the choices.

"We use the computer for several reasons," says Dr. Leon Pacala, who as dean of Bucknell's College of Arts and Sciences, has worked closely with Moore on the continuous progress plan. "First of all, we asked ourselves, 'Is spending 15 minutes preparing each student's exam the best use of a Ph.D.'s time?' We decided it was not. So, we let the computer do it.

"Second, the computer is completely random in its selection of questions whereas the teacher may follow certain patterns, stressing certain questions. The computer introduces an objectivity which adds to the student's feeling that he is getting fair and impartial treatment.

"Computers also correct the examinations. This, again, frees the teacher from a time-consuming chore and gives him more time to explore the meaning and implications of the discipline with his students."

"With the knowledge explosion pelting us with new facts every day, it has become painfully evident that there is a great lack in traditional education."

—DR. MOORE

Dr. J. William Moore

HOW does continuous progress impress the students? "The comment I hear most frequently," says Moore, "is, 'Well, now we're both on the same side.' The feeling that the teacher is trying to trip up students or pull surprise exams has lessened or completely evaporated. It works the other way, too. The game no longer is to outwit the professor. It's to learn the material."

Bucknell's president, Charles H. Watts, got the same reaction from students whom he met casually at his home recently.

"I asked how they like the CPP and to my great pleasure, they were almost wildly enthusiastic about it," says Watts. "They like the self-pacing. They like being colleagues with their teachers rather than classroom opponents. And they like the variety of teaching modes—everything from tape recordings to in-depth discussions with their teachers."

Watts, too, denies that CPP is soft on students. On the contrary, he says, it demands more of them. The required B on examinations, for instance, is a cut above the average, respectable C. The student must be his own teacher, too, in a sense, to assimilate all the information that his teacher otherwise delivered in a ready-packed, formal lecture.

It is true that students are not pressed in their CPP work. However, the student who wastes his time or spends too much on one unit will jam himself up badly in meeting the requirements of the standard curriculum. And students are aware of this.

"There is another definite plus in the plan," says Watts. "Since the teacher does not have to prepare for class or present lectures, he has time to explore the discipline with his students and give them individual help. He can give them more of what he is uniquely qualified to give—the overview, the considered comparison, the analysis of ideas.

"This isn't just pie in the sky. Faculty members involved in the plan have remarked to me that they have never before gotten to know so many students so well."

Students say CPP has affected the way they study. One undergraduate summed it up: "We look for the larger concepts and ideas now, rather than watching out for the professor's idiosyncrasies and pet ideas. We find out on the exams what we don't know and we go back on our own to re-examine those topics."

"A student left to himself, often lacks the motivation to tackle studies, let alone master them," says Pacala. "He finds himself, as T. S. Eliot wrote, 'distracted from distraction by distraction.' No one recognizes this problem

better than we. And, we admit, ideal solutions are hard to come by. Ultimately, of course, the decision to study belongs to the student alone. But, since he has come to college, he probably has at least a positive attitude toward learning."

GIVEN that orientation, the obvious motivations for the student are that he must earn a B minimum on his tests, that he must take a specified number of tests each semester, and that he is expected to complete his college education in four years.

However, there are subtler spurs to study, as Bucknell students themselves point out. They say that in CPP they feel they control their own fate. They are responsible for what happens. And this, apparently, creates an ambition to study because they see a fair chance of earning a superior grade.

Continuous progress is not without its peculiar problems. Perhaps the major one is the administrative paperwork needed to keep tabs on the student's progress.

This became apparent last spring when over 300 student enrolled in a CPP philosophy sequence. Enrollment was spread over the gamut of philosophy courses. Until the end of the semester, the college didn't know how far anyone had gone in the sequence, since each student was progressing at his own pace. At the end of the semester, things became clearer as credit was given for completed courses, incompletes for courses still in progress, and, in a few cases, failures for students who had not attained the minimum B grade.

"When you consider these administrative and clerical aspects," says Pacala, "it is obvious that CPP tremendously complicates life for the registrar, the dean and the faculty member. There never is a point at which he can honestly say the course is over. Students may still be working at the course even after the semester is over."

One of the chief aims this year—the third year of CPP—is to analyze the cost of the plan and determine whether the increased administrative burden is financially feasible on a standard operating basis.

MOORE hopes to reduce the paperwork burden with the increased use of computers and other machines and systems for record-keeping. But he is not really worried about it.

"Increased paperwork is endemic to a program like CPP," says Moore. "But, as long as we are getting a better-educated student and the cost is not prohibitively high, we won't let paperwork deter us."

Pacala and the teachers now using CPP (and many who are not) share Moore's point of view. Continuous progress has built such a strong reputation on the Bucknell campus that at least half a dozen additional departments are waiting to try the plan in their courses. Two years from now, students may be taking as many as three CPP courses in a semester. Already, some students are enrolled in two. This raises the question of a complete university curriculum cast in the CPP mold. It is probable?

"Well, it may be possible," says Moore, "but at this stage in our experimentation, it would be reckless to make any spectacular predictions. CPP is working at the present level and we are going to expand it and see what happens."

Paperwork isn't the only consideration. What about the less able student? Doesn't he find himself floundering when left on his own? Moore says no, not for the most part. Students are not abandoned when they are handed their study materials. True, no one checks on them except in examinations. However, teachers are available to students who want to see them. In addition, graduate students and upperclassmen tutor CPP students who ask for help.

"Some students want more course structure and direction," Moore admits. "But even they don't want a great deal. They like the idea that they can learn by themselves if given enough time and help to master a subject."

Again, some students lack strong, personal motivation. They're a little shaken by the fact that they can do as much or as little as they want in a semester. Teachers talk with these students about themselves and their career ambitions in an attempt to motivate them to study. Another technique that has proved successful is to add more tests to the required number for the semester. Teachers do not say when the student must take the tests—thereby retaining the timeless aspect—nor do they say that he must earn a B on all the tests. But, the student knows how many tests are required and the length of the semester. He has to pace himself. And this fosters independent learning habits.

THE students' enthusiasm for CPP is matched by their performance, according to Moore. In controlled experiments, the CPP classes in both biology and psychology scored significantly higher than those in the standard curriculum. A comparison of philosophy classes produced the same effect: higher scores in CPP.

Specifically, in unit examinations, the CPP students in biology averaged 33 errors while their counterparts in the traditional curriculum averaged slightly more than 58 errors. The standard deviation from the mean for the CPP classes was only 6.34 while it jumped to 14.6 for the other classes. This indicates that CPP classes were much more homogeneous, with the majority of the students reaching the same achievement level. On the other hand, it indicates that achievement in the standard curriculum varied widely from the mean in both directions. Moore attributes this variation to the fact that students with unequal abilities were competing within the same time limit.

The final examination grades showed a similar breakdown of average errors and standard deviation. According to Moore, this refutes critics who say that CPP students cram for unit examinations and forget what they knew before the end of the semester. Another significant note:

100% of last year's CPP biology students earned A's and B's.

Moore points out that the evidence confirms his claim that CPP can make A and B students out of those who usually score lower. Early and on-time finishers in biology had an average of 3.0 in the other courses they took simultaneously with the CPP course. Late finishers, on the other hand, averaged about 2.5 in their other courses. However, these discrepancies apparently had no bearing on their achievement in CPP. The late finishers, as well as the early and on-time finishers, earned the same B-or-better grade.

The results in philosophy are not as conclusive, Moore says, because they couldn't be treated statistically. Despite this, Moore did discover that CPP students earned 20% more A's and B's than the students studying the same subjects the previous year.

As might be expected, Moore finds that CPP means fewer failures. Out of the entire continuous progress enrollment of 425, only seven failed. How they fail is important. Take, for example, the student who completes five out of seven units in a course. He can choose to continue the course the next semester, or he can ask to be evaluated at the end of the first semester. If he chooses evaluation, he may receive a C, D or even an F. If he decides to go on, he may earn an A or B. Which he does is up to him.

"This element of free choice is well understood by the students," says Moore. "Not one of those who failed complained to the dean. They made the decisions and they accepted the consequences."

More important, perhaps, than the percentage of failures are the many students who had never earned A's and B's until they enrolled in CPP courses. Moore cites the case of one student who had a college average of 1.8 until he enrolled in a CPP psychology course in which he is earning A's.

Another student is well on his way to completing three full philosophy courses in one semester. Moore does not pretend that these are typical cases, but he does maintain that the upward pattern appears in the grades of an impressive number of CPP students.

"This fact," says Moore, "is what leads me to believe that CPP many well be a viable answer to many of the weaknesses in traditional teaching. It proves that most students, if given the time, materials and help, can master a subject. It may take longer, but they do learn. And that, after all, is decidedly better than graduating a student who is a jack-of-all-disciplines and a master of none."

NSF Grants to Aid Student Research

Four grants totaling $27,320 have been awarded to Bucknell University by the National Science Foundation to support undergraduate research projects next summer.

Awarded to the department of biology, chemistry, geology and geography, and psychology at Bucknell, the grants will be administered under the direction of Dr. Jack E. Harclerode, associate professor of biology; Dr. Bennett R. Willeford, Jr., professor of chemistry; Dr. Jack C. Allen, Jr., associate professor of geology; and Dr. Douglas K. Candland, professor of psychology.

The grant to the department of biology will enable six students to undertake summer research projects. In addition to Dr. Harclerode, the participants will work with Dr. Hulda Magalhaes, professor of zoology, and Drs. Frank J. Little, David D. Pearson and Michael L. Rosenzweig, assistant professors of biology. A similar grant last year enabled students to work at Bucknell and on field projects in Maine and Arizona.

The grant to the department of chemistry will provide for the summer research of eight students, probably all of whom will be from Bucknell. They will work in laboratories on campus with members of the university's chemistry faculty.

Dr. Allen will administer a grant providing for the summer research of Avery S. Beer, a Bucknell junior from Fairport, N. Y. He will spend 12 weeks in the Elk Mountains of Colorado and will be involved in studying the origin and implacement of granitic rocks.

Four students will spend the summer at Bucknell working in the experimental psychology laboratory under the grant to the department of psychology.

What Precedes Medical Education?

MEDICAL science seems to have knocked the physical sciences out of the TV news orbit, and the reality of Dr. Christian Barnard replaces the fiction of Dr. Kildare in the continuing drama of life versus death. Newspapers, radio, TV report each day the latest bulletins on heart transplant patients in South Africa, California, wherever the latest dramatic event in medical history unfolds.

Behind that drama is another story—one with perhaps as many elements of revolutionary change as that played out before the televised press conference. That story concerns the preparation of the physician for his role in life—the materials he must study, the information he must learn, the tasks he must perform, the attitudes he must carry to his profession and his patients, the man he is or should be, the way he looks at life and death.

Where does the training of a physician or medical scientist truly begin? What skills must be identified in those who would pursue the study of medicine? What have the new discoveries of science done to change the role of the physician in a changing, or more urbanized society? What is the image of the physician today?

Here are some facts:

The U. S. Public Health Service estimates a current shortage of 50,000 doctors in this nation. As a stop-gap measure, it has called for the graduation of 11,000 physicians in 1975, compared to the present annual rate of 7,500—and this to merely keep pace with needs. The American Medical Association last summer called for an "immediate and unprecedented increase" in the output of physicians.

Since 1960, 16 new American medical schools have been authorized and are now in various stages of development. Seven of the sixteen were open at the beginning of the 1967-68 academic year. When all 16 are in operation, they are expected to have a total first-year enrollment of 1,340 students.

In addition to new schools, the availability of federal funds has helped to accelerate the expansion of a majority of the 87 established medical schools.

THIS shortage of physicians and lack of teaching facilities is tied to another set of facts. First-year students enrolled at the nation's medical schools last year numbered 8,991. Accepted were 9,123 applicants —50 percent of the 18,250 who applied. The first-year class, larger by 231 than the previous year, included 8,775 new entrants and 216 students either repeating or completing the first year of medical training after a previous enrollment.

In reporting the mean Medical College Admission Test (MCAT) scores of applicants, the association said the scores of those rejected were higher than in previous years, "suggesting that an increasing number of those rejected applicants might have qualified for medical schools if additional places had been available."

Talent is not in short supply. In fact, medical facul-

Dr. William Kennedy, associate director, National Board of Medical Examiners; Dr. Lester Kieft, professor and chairman, department of chemistry, Bucknell University; Dr. Donald Pillsbury, trustee, Smith, Kline and French Foundation; and Mr. Frederick Osborne, executive secretary, Smith, Kline and French Foundation, discuss sessions of Pre-Medical Curriculum Conference held at Hershey on October 23-24. More than 70 colleges and universities were represented at the two-day conference, sponsored jointly by Bucknell and the Foundation.

ies are concerned that a large proportion of the top stu-lents who begin pre-medical studies become so involved vith chemistry, math, biology, zoology, botany, or the ocial sciences that they pursue one of these in graduate chools and bypass a medical education.

But this is not a complete loss to the medical pro-ession. As new disciplines and specialties have been pun off from new discoveries and the explosion of knowl-dge, the physician has become increasingly a member of team of scientists in his attempt to prevent and treat lisease and to prolong the life of the individual patient.

This is one example of how the image and the role f the physician in American society has been altered. Since the turn of the century, the public's image of the hysician as a family friend and counselor (who never ent bills and whose bedside manner was as important s the medicines he dispensed) changed to a stereotype f the physician as a research-oriented scientist—tough-ninded, intense, singularly devoted to the eradication of lisease. These views of the physician seem to have kept ace with the transition of America from a rural to an rban society. As more and more hospitals sprang up cross the land to care for a growing population, as new nedical techniques, drugs and facilities became available o the physician, as the knowledge of diseases and their ures increased in scope and scale, the role of the physi-ian was transformed. No longer restricted by the knowl-dge or practices of the horse-and-buggy era, the physi-ian found new limitations in the varieties and vastness of nedical knowledge. The new science wrought wonders, ut it also brought the requirements of specialization—he need to study intensively in a narrower field to at-ain professional competence.

T brought another change—one which may more closely relate to the image of the physician and his role in the past, the present and the future. Though ot necessarily intrinsic to the physician's training, the umanity of the kindly old general practitioner of yes-eryear may have been diminished or lost in the inten-ive scientific education of today's physician. If the pub-c's image of the physician is that of a man coldly de-ached and impersonal, that image must be derived in art from the interactions and relationships which the ublic has with the practitioners of today. As private and ublic medical insurance plans proliferate, as medical nowledge accumulates at rates of increasing magnitude, ew obstacles intrude into the relationships of patients nd physicians. For specialization will increase as knowl-dge increases and as the need for medical services grows. New concepts of treatment, including the findings of he behavioral sciences, are shaping a new curriculum n the medical school. But if there is a deficiency in the ducation of the physician—a deficiency not in his nowledge of science but in his feelings for his fellow-nen—the remedy may lie as much in under-graduate reparation as in graduate training.

The majority, if not all medical schools, are initi-ating major changes in their curriculum and in their requirements for admission. Recently established medical schools have introduced innovative instructional pro-grams. And this raises the question: Should the pre-medical curriculum be altered in conformity with the changes in the medical school curriculum?

These facts and these questions formed the back-ground for a special conference on pre-medical educa-tion held October 23-24, 1967 at the Hotel Hershey. Sponsored jointly by Bucknell University and the Smith, Kline and French Foundation, the two days of seminars and three general sessions attracted representatives from more than 70 colleges, universities and medical schools in Pennsylvania.

Though conclusions were not unanimous, the par-ticipants endorsed the sessions with enthusiasm. The op-portunity to share information, ideas and opinions about the philosophy of education from the undergraduate to the graduate level was viewed as invaluable, for medical education had been examined not as an isolated specialty, but as a part of the total educational system.

AND so was the physician. Repeatedly, participants argued in varied ways that if the physician is to reign over a highly organized system of medical care, a system whose components are sophisticated and ex-pert, he must be prepared to assume the responsibility of making it human. And this task will be compounded by the vastness of our growing cities, the impersonality of our institutions (including the colleges and the medical schools), and the increasing mobility of our people. All these contain both actual and potential loss of identity, of dehumanization, and they become more critical in those situations involving the most personal experiences: disease, disability, debility and death.

Medical schools are now preparing the physicians, researchers, and teachers who will shape the role of med-icine in the 21st Century. With health as a prime goal of the American people, how to achieve this goal becomes a paramount concern of the medical schools.

A new medical school opened at Hershey, Pa., in September 1967. One of its primary functions is to teach men and women how to practice community medicine. Put another way, the concentration is on encouraging students to be family doctors.

Funded through a grant of $50 million from the Milton Hershey Foundation and a grant of $21 million from the federal government, the school boasts an original facility designed to fit an educational philosophy. The story of how that school was built and the philosophy on which is was founded was told by Dr. George Harrel, dean of the new college, as part of the Pre-medical Cur-riculum Conference. Because this is one of the major directions of medical education today, Dr. Harrel's phil-osophic discussion may well bear on the many other pro-fessions of men.

The Teaching and Practice of Community Medicine

By Dr. George T. Harrel, Jr.

Dr. George T. Harrel, Jr. is dean of the College of Medicine and director of the Milton S. Hershey Medical Center of the Pennsylvania State University. He has served as dean of the College of Medicine at the University of Florida and on the faculties of the Duke University School of Medicine and the Bowman-Gray School of Medicine at Wake Forest College. He is the author of more than 200 articles in scientific and professional jou nals.

This article is a slightly revised version of Dr. Ha rel's address presented to the Pre-Medical Curriculu Conference, sponsored by Bucknell University and th Smith, Kline and French Foundation, on October 2 1967 at Hershey, Pa.

WE have gone about the design of a new medical school looking at the impact of a medical school in a community as well as its educational goals. We have taken a historical point of view and have recognized that in the past the causes of disease were unknown. They were quite a mystery. Life was short and at the time of the Roman empire, the average life span was under thirty years. People died predominantly of infectious diseases, and most of those who died were children. Indeed, until about 1930, almost half of the children who ever were born in the world had died before the age of five years, and most of them died of acute infections. These were the epidemic infections—dysentery, typhus, cholera, other gastrointestinal diseases—and endemic infections such as malaria. All are now coming under control. Illness was cared for in the home by the family with the physician coming in to give whatever advice and help he could.

We know that historically the first educated men were probably priests. They were the first physicians and they got their start by the observation of natural phenomena about them, so that they were able to predict the appearance of celestial phenomena such as eclipses. With this ability, they became surrounded with an aura of magic and miracles. In the extension of their observations, phenomena more closely about us received their attention. We know that the Hebrews made very accurate clinical observations on the transmission of disease from one individual to another. When there was a war and the people gathered into camps, dysentery brol out and they recognized that it was transmitted by e creta. So, they put into religious laws the requireme that every soldier had to provide himself with a woode paddle and to follow the pattern of cats who went ou side of their home environment to bury excreta in tl ground. Now we know that this method was effecti because the soil bacteria, particularly actinomycosis ar other higher forms, excrete antibiotics which kill tl dysentery bacilli that cause the infection. The Hebre also observed that when one ate the flesh of swine fr quently, there followed extensive swelling and musc pain so that they proscribed the eating of pork. We kno of course, that these symptoms are due to trichinae whic are found most commonly in pork above all other ar mals.

THE Romans apparently were the first to recogni that the control of acute enteric infections coul be achieved by pure water supplies, and they ma the first efforts in public health by providing aqueduc some of which are even in use today.

A physician at this time had few drugs with whi he could treat people. He had essentially natural plar and a few mineral products, but all he really could was to comfort the family and wait for the natural h tory of the disease to run its course.

The educational process was by the apprenticesh

George T. Harrell, Jr., M.D., Dean of the College of Medicine and Director of the Hershey Medical Center of Penn State, with model of Medical Sciences Building and Teaching Hospital as they will look when completed and, in background, the partially completed Basic Sciences Wing where students are now attending classses.

method. The young man who wanted to become a physician attached himself to an older one and indeed shadowed him—the term still used in many of the Canadian schools for the clinical clerk. The student was exposed to theoretic knowledge which was accumulated in some written form, either a papyral scroll, a cuneiform tablet, an illuminated manuscript, and later, printed books. This theoretic knowledge was accumulated into libraries of one sort or another. This thread of scholarship persists until the present day as one of the keystones of the training of the physician. The physician-student learned clinical skills which were largely manipulative and required access to patients. He learned by working side by side with his preceptor and this thread we see in our hospitals today.

Homeric surgery: Bandaging a finger (From a Greek vase)

MEDICINE as a University discipline began to evolve in the Middle Ages. We in medicine are very proud of the fact that many of the natural sciences as we know them today actually grew out of the faculties of medicine in the medieval universities. The extension of knowledge in science in the universities through research, the growth of laboratories and the use of research as a teaching tool grew up in the last century in the German universities. This teaching device was transported to this country in medical education at the establishment of the Johns Hopkins Medical School in 1889.

Another landmark in the education of physicians in this country was the Flexner Report, which essentially removed responsibility for the education of physicians from the profession and placed it in the universities where it largely rests today.

In the training not only of the physician but all those who may become members of the health team—the health scientist, and others in the allied health professions—we are concerned with the study of living things. This is the study of biology, but in medicine we are concerned predominantly with a single species, the human being. The common thread that can begin quite early in the educational process, even in the secondary schools, and extend through the professional sequence is the thread of human biology in all of its facets. In this program we are up against a natural law about which no amount of research, or anything we can do, can change the basic phenomenon. This principle is the natural law of inherent variability. No two individuals are the same and when any two are exposed to stress of any kind, whether it is a physical stress like cold, heat or a drug, they react in different fashions. In order to meet scientific criteria when dealing with living things, we have to deal with the study of groups. Research in biologic phenomena requires groups to smooth out individual variations, and in this fashion you meet scientific criteria.

IF we plot any physiologic data on all of you—height, weight, blood pressure, temperature, blood chlorides, urinary 17-ketosteroid excretion or anything else we choose—the data would scatter. If instead of plotting as a scattergraph, we would plot them in another fashion, we would come out with a nice, smooth, probability curve. This curve is fine when you deal with groups, but when you deal with an individual sick patient, he wants to be treated as a person and not as a statistic. When you attempt to apply data on a single individual to conclusions drawn from a study of a group, you are not working in the field of science; you are working in the realm of art. The practice of medicine then is an art, and regardless of the preciseness of our tools with which we study scientifically the floor for the practice of medicine, the application to the individual patient can never be a science. The pre-professional background of the student should emphasize much more the art of medicine and why people behave as they do and how they lead their lives. One can also say that the practice of medicine is a highly confidential interpersonal relationship. This approach means that we need to know more about how people react to stress, how they lead their lives, what their sense of values is and what they consider important. Only when you understand these things can you make realistic recommendations for long term care of patients which has to be done in the community.

In the community the framework in which these recommendations become effective is the sociologic unit of society, the family. The frame of reference in which

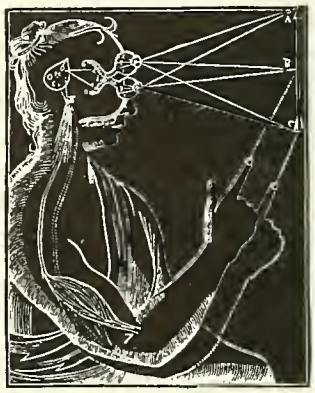


Diagram from Descartes' posthumous work on physiology

we think the educational process should be placed is that of the family physician working in a community of which he understands both the biologic and humanitarian backgrounds of his patients. For this reason, we believe the study of behavior is important and we look at behavior as a basic biologic phenomenon which follows the laws of biologic variability. Behavior fits them exactly as any other physiologic parameter, but the ends of the normal spectrum are far wider then in most of the other physiologic phenomena. Furthermore, we have to look at behavior both from the point of view of the individual and of the group. We think that the training in each life science, regardless of whether it is nursing, the allied health professions or medicine, should be from the point of view of human biology looking at behavior as a biologic phenomenon. The basic premise is that those who are educated together and trained together ultimately will work together where patient care has to be delivered in the community.

THE impact of disease is felt not only on the individual patient but on a sociologic unit, the family. Disease has a biologic impact in the passing of a streptococcus or an adenovirus from one member of a family to another in an infection. It also has cultural and economic effects on the family. We recognize more and more as we get a firmer scientific floor for medicine, that genetic factors are playing a greater and greater part. Very likely what you die from is determined more by who your grandparents were than what you have done in the last twenty years or even since you were born. In any event, we think these factors must be taken account of in the educational program.

What long range trends do we see in the world at large and also in this country? First of all, there has been a population explosion in which some of you have participated. The interesting thing about this explosion is that the greatest rate of growth has been at the ends of the spectrum, in the quite young and the very old. Indeed, we see now for the first time in history enough older people living that we can begin to study aging as a normal biologic phenomenon, uncomplicated by the accumulation of a series of chronic illnesses. In addition to the population explosion, we have seen increased mobility of families. Families now are not composed of multiple generations with grandparents living in the same household, but are one generation families. With increased mobility, one family in five no longer lives in the same house it did five years ago, and another one in five does not live in the same city or town. The physician, in looking at chronic illness in the long term, has a problem. Because of the mobility of families, the family does not have the opportunity for association with the physician and does not have the deep roots that it once did when the family physician lived in the same community and the families stayed there.

We have seen a change in the character of illness. With the control of infections through better supervision of food and water supplies as well as through immunization procedures and the use of chemotherapy, no longer are influenza, pneumonia, tuberculosis, typhoid fever, and dysentery the major killers. The chief causes of death are now chronic illnesses. In the past, the acute infections were self-limited and, almost in spite of anything the physician did, the patient either died or got well because we had no effective therapy. We did know something about the natural history of disease and this background led to the image of the student seeing himself as a healer. Some of them did dramatic things to pull people through serious illnesses and the patients got well. This ability to cure completely is no longer true because the chief causes of death now are heart disease, stroke and cancer. These are chronic illnesses in which the genetic background is determined when you are conceived and in which the progression of disease is inexorable.

WE just do not know, from the point of view of basic research, enough about the biologic phenomena that cause chronic illness to do anything about curing them. If we know something about the natural history, we can interpose measures to delay the progression of the disease and to prevent complications. We now have turned full cycle back to the older physician at the beginning of history, where all we can do in chronic illnesses is to offer comfort and support to the family and patient, and wait for the natural history of the disease to run its course. This attitude should make the student look at his training quite differently. It should be reflected in both the pre-professional and professional education.

Hiram L. Wiest, M.D., assistant professor of family and community medicine, and student Joseph P. Leaser examine throat of patient. Students begin observing patients during their first week through the practices of full-time physicians with family practices in the community. Each student is assigned a family to follow throughout the four years and is called to the office or home whenever a member of the family is seen by the doctor. Students also see other patients who come into the office during one-hour sessions throughout the term.

The other great cause of death at all ages from childhood through old age is accidents. We recognize that an accident may have a behavioral component about which we can do something. This approach is another reason for the emphasis on behavior as a basic biologic phenomenon. It may surprise you to know that in spite of all the miracle drugs that have been developed, most patients still present themselves to the physician with symptoms which he cannot in his own heart really ex-

plain. When he has finally completed his study, the magnitude of the symptoms presented cannot be accounted for on the basis of organic disease of sufficiently advanced stage. I am not saying the patient does not have symptoms. He does, but a part of the problem is that our diagnostic techniques are not good enough to detect early organic disease. Another factor is that the pressure of living these days at the job and in the home with the family produce stresses which overlay organic disease. Many of the symptoms are the result of the mimicing of organic disease by stresses that occur in the ordinary processing of living. The understanding of the functional overlay of organic illness should be the job of every physician. No longer is it acceptable to say, "I can't find anything organically wrong with you, go see a psychiatrist." We can never train enough psychiatrists and, furthermore, this problem is not mental illness—in the sense of an organic disease. This reaction is within the range of normal behavior which we still do not have techniques accurately to measure.

We have in addition an increase in life span which, as you know, is quite different in women than in men. If you want to put a little money on this fact, you can bet your insurance company that your wife will not outlive you by nearly seven years and they will beat you every time. In spite of every thing that we have learned, somehow or other that extra chromosome in the female of the species protects her against many of the chronic and acute illnesses. This fact has genetic implications and gives us an inkling of things that we must study in the future.

Medical student Judith Operchal studies in her private cubicle in the Medical Sciences Building which serves as her own "thinking office" for the first two years. Medical students and house officers also will have cubicles in the teaching hospital.

WE have an opportunity to study aging as a normal biologic phenomena. We know that as the population grows older it uses and requires more medical care, so that our patterns of medical care delivery in the future will change.

We have had an explosive growth of research. The factual knowledge upon which the practice of medicine is based roughly doubles every ten years. We can no longer continue to teach from the point of view of facts. We also have the additional problem of how to store this material and how to retrieve it when needed. When you approach something of this magnitude, you cannot solve the problem with the unaided human brain anymore. Mechanical techniques must be used and hence, the emphasis on computers for the storage and retrieval of data and the accumulation of factual material into libraries. These techniques require hardware beyond that which might be expected in the individual physician's office. Hence, there must be a central location where these data are available. The study cubicle you saw today was designed to mimic the situation of the individual physician in an office practice. The student does not have any mechanical devices in his cubicle. When he needs help he goes to get it. We are attempting to start him in a centrifugal pattern. He leaves his central base of operations and gets the type of data he needs—library data, laboratory data, or consultation with a faculty member or another colleague. If he is collecting data on people, he goes to the hospital nursing units, the ambulatory wing, or the clinic. We have started this pattern since we anticipate that the devices such as computers for regional storage of data will be in a central location to which he must go. In the same fashion, the medical library is a place to which he must go. Our library is centrally located between the basic science and clinical fields of activity of the medical student. These ideas must be incorporated into the educational program in proper perspective.

We have seen changes in the pattern of medical care, largely since World War II. We have learned that no longer must the physician see all illnesses in the home, but that the patient can be mobile and come to a central place without harm. We have seen an alteration in the course of acute infections by the chemotherapeutic drugs and, even more importantly, we have seen the alteration in mental illness by the use of mood altering drugs. You might not recognize that over the years more than half of the hospital beds in this country are continuously occupied by people with mental illness. We have learned through the development and use of these drugs to interrupt the natural history of disease and to shorten the average period of hospitalization for mental illness. For the usual acute disease processes, the average hospital stay is not 14 to 21 days, but more nearly 8 to 10 days.

WE often forget that most medical care in this country is delivered to ambulant patients by practicing physicians who see them in an office setting. This fact poses a problem educationally, because traditionally we have introduced the student to medical care in the hospital on an acutely ill patient in a hospital bed. But this is not the chief fact of life as he sees it when he gets out in the actual practice of medicine in the community. In the past, people were born and died in the home. Now they are born and die in a hospital. We see an additional factor to change our educational approach, the interposition of an institution in which was in the past essentially an interpersonal relationship in the family setting.

You have heard about the increased use of the laboratory, so that we now roughly double the number of laboratory studies done on the individual patient every seven years. Even more important is the fact that these laboratory studies are becoming increasingly complex. They require much greater scientific background, but we are turning the laboratory studies over to a specially trained people, technicians. Unless we do have a minimum volume of tests for the laboratory to perform, we cannot have the quality control necessary to depend on the data when we arrive at clinical decisions.

All of these factors have led to an increased emphasis on specialization. Partly this trend results from public demand, partly through the increased use of the paramedical people, and partly through economic factors. Only when you tend to group medical personnel together can you share the cost of the expensive facilities for both diagnosis and treatment. This trend has led to a phenomenon which we saw very clearly when the Hill-Burton program was first instituted. As you know, this program was begun to improve hospital care in rural areas and many small hospitals were built. Quickly, physicians' offices tended to cluster around the community hospital in order to use and share the facilities. The same principle has been extended in a larger sense in many cities and we think is is one which will likely continue.

MEDICAL care was largely given in the home in the past with the help of the family. Indeed, the first nurses were sisters in the family and this term we have carried over so that historically many nurses in hospitals are called "Sisters." We think that this principle can be extended. We think that there is a role for study of auxiliary health personnel who can work out of a private physician's office as an extension of his right arm, working in the home for follow-up care to see that his instructions are understood and are being followed. We have used the term "family health advisor." This person is not the same that has been described to you earlier as the "feldscher", who is an independent practicing person with limited medical training such as the Russians and Chinese have used.

We have seen the growth of Regional Medical Programs under government sponsorship where the region of responsibility is not a specific geographic area that follows political boundaries.

How do we intend to incorporate many of these factors into our program at The Pennsylvania State University College of Medicine in The Milton S. Hershey Medical Center?

We think our primary responsibility, as in any medical school, is the training of the physician for practice. We think the frame of reference should be the family living in the community. We recognize that when a student elects medicine as a career, he has committed himself to a never ending process of self-education. In the final analysis, the faculty does not teach him a thing. You learn some things, but learning is a subjective phenomenon which is accomplished by you, yourself, in your pattern. The faculty can set the framework for you, teach you patterns of study and approaches to problem solving, but, in the final analysis, unless you have subjectively utilized this material you never learn how really to study and to educate yourself.

PARALLEL threads should be developed in the biological sciences, because they represent the scientific floor, and in the humanities which effect the application of the art. We think that the threads should go

Left to right: Medical students William Pruchnic, Donald Potter, Frederick Michel, and graduate student in physiology, Mrs. Lois Forney, study electrocardiogram, blood pressure and respiration of laboratory animal in stand-up portion of multidiscipline teaching laboratory.

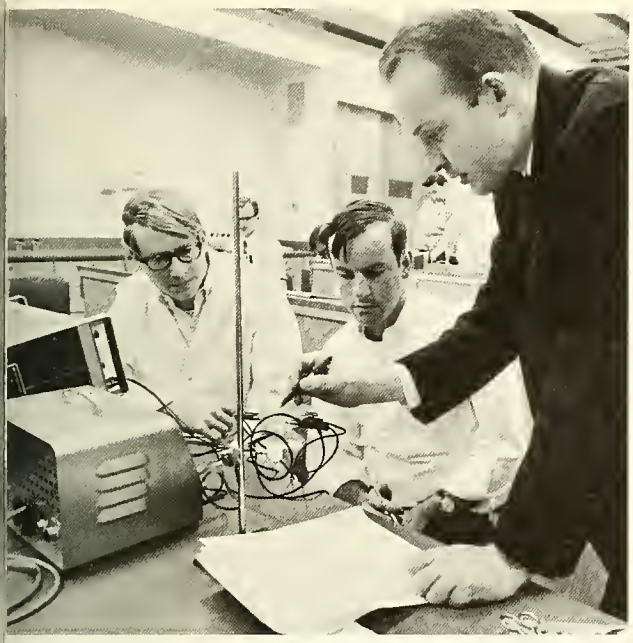
on in parallel continuously after the physician is in practice as well. We need a pre-professional background with breadth in the liberal arts, but some concentration in a field where the student studies in depth and performs at a superior level in a field of his choice. This field does not necessarily have to be a science; it could be any other field. For example, if you read Greek literature, in the original if you were able or in translation, and you studied the Oedipus complex, you would find no clearer clinical description of what we know psychiatrically as the Oedipus complex. The description was written 3,000 years ago. In the same fashion, you may go through many other classical forms of literature and find accurate observations recorded. A field of concentration in literature, provided you read in parallel modern scientific theory, can assure a perfectly good background which will serve you in the practice of medicine.

We think that what we need to do is to develop methods for teaching the patterns of thinking and problem solving in individual learning. This approach is the basis for the design of the study cubicle. You have noticed that we placed the cubicles in the building so that they are not in the teaching laboratories. This avoids an over-emphasis on the laboratory as the answer to all clinical problems because we don't believe this is true. We think that you make the majority of your clinical diagnoses on what you have in your head and at your fingertips, and that your most effective diagnostic tool is the history of the illness and the study of the development of symptoms. The laboratory simply confirms in about three-fourths of the cases the suspicion you have before you do the first laboratory test; on the rest, the laboratory does drop an unexpected diagnosis in your lap. You must also keep the bibliographic approach in balance because in certain disease processes you can go to the library and read about them from now until kingdom come. You can become the greatest bookworm ever, but when you have a patient with a headache and stiff neck, what you have to do is to stick a needle in the spinal canal and find out if he has meningitis or not. You can never establish this diagnosis by reading in the library. Since you need a balance between the bibliographic and the library approach, we have placed the study function physically between the two.

WE think there should be a multidisciplinary approach to education because the sciences on which medicine rests are a complete spectrum and the divisions we have made are entirely artificial. If you look at how people use research tools, you recognize that they use instruments and techniques that may be designed and claimed by one discipline or another. One has only to look at probably the most exciting scientific problem we have today, which is the study of the genetic transmission of inheritable characteristics. This problem boils down to the study of a single chemical compound, DNA. Whether you look at it from the point of view of the person who asks "how many molecules of nitrogen, carbon and hydrogen does it have?", you say "This is a biochemical problem." If you look at it from the sedimentation constant in an ultracentrifuge or the X-ray diffraction pattern, you say, "Oh no, this is a biophysical problem." If you look at it from the point of view of the biologist, he says, "No, this is a genetic problem in microbiology or molecular biology." You are still studying the same chemical compound from different points of view, and this is the way you study a patient. The multidisciplinary approach should begin with the basic sciences and continue on into the clinical years. You saw our basic science laboratories, but you have not seen our clinical laboratories, which are designed from the same philosophic point of view.

Howard E. Morgan, M.D., professor and chairman of physiology, discusses experiments with Judith Operchal and Dom D'Orazio.

In problem solving you recognize that the technique we have evolved as an intellectual discipline over the years is what we call the scientific method. We feel every student should have an exposure to research, not in the development of new knowledge as an end in itself, but as an intellectual discipline and teaching tool. We look on research as an approach to problem solving and hence, we will include in our curriculum a requirement for work in experimental medicine. This requirement is another reason why the multidiscipline labs are provided so that every student will have laboratory space 24 hours a day, 12 months a year, for at least two years. After that time he can work in the hospital laboratories, a basic science department, or at the animal farm. The animal farm is designed to enable us to teach behavior as a basic biologic phenomenon that is not peculiar to the human being. The behavioral responses extend throughout all the species in the animal kingdom. Certain basic phenomena can be demonstrated in ants, honey bees, mice, rats, lower primates or in the human being. Also, you can demonstrate the genetic transmis



Varren W. Davis, M.D., assistant professor of physiology, dis-usses nerve measuring apparatus with students Paul Pataky, left, nd James Taylor.

ion of inheritable behavioral characteristics in mice and ther animals, which is something you need to know in uman beings, too. As we go along we will extend from aboratory animals of lower species to the human being n the schools and then into our own teaching hospital.

A TEACHING hospital has to be what it says it is —a place to care for sick people. We think this facility should be not only for the acutely ill peo-le who are horizontal in bed, but should care for am-ulant patients who are the greater part of the practice a hysician cares for. This care should be given in the ramework of the family and hence the ambulant in-pa-ient facility will be decorated like a home with motel urniture. We will permit a member of the family to tay with the patient in the hospital so that we can edu-ate not only the patient but also the member of the amily in the meaning of the illness and the long term are in the home. Two years after the hospital is complet-d, we propose to build a nursing home, and to devote half f it to the study of aging as a normal biologic phenome-non and the other half to the study of chronic illnesses. There may well be on our campus in the future a region-l medical center predominantly pointed toward the care nd study of heart disease, stroke and cancer, but we hink that if it comes it should be broader in concept.

You recognize we have said we would serve as the ommunity hospital for this particular area, and we will ee patients and care for them in this setting. To help ve have already organized a Department of Family and Community Medicine, in which we wish to put the tudent for his first clinical exposure. The faculty mem-ers can serve as role models of what we think the fam-

From the laboratory, the student carries his research efforts into his private study cubicle. It is here that each student can analyze all the information gathered and come to conclusions. Below, a student team at work in the stand-up portion of the multidis-cipline laboratory.

ily physician should be. We have accepted full responsibility for approximately half of the people in the community to do continuing, long term care on a comprehensive basis for 4,000 people in Hershey. We think this number is enough to serve as a teaching model for students.

We have put our physicians in family practice on full-time faculty positions and they will follow all the academic rules and have all the privileges that our specialists will in the teaching of medical students.

We also have organized a Department of Behavioral Science as a basic medical science to emphasize biologic variability in all clinical disciplines.

Hospital ward in the Middle Ages.

TO carry forward a little more our feeling that you must understand people and how they react to stress and illness, we have organized what we believe to be the first department of humanities in a medical school. We are starting with three chairs: one, in the history of science which will include the history of medicine; one, in philosophy and ethics; and one, in comparative religion. We will not do our teaching in separate courses, but will use these faculty members as intellectual resources and they will be available both to faculty and students. We have planned deliberately so that the student never sees a required course which he has to cross as a hurdle that will affect his class standing, promotion, or graduation. We want him to feel completely intellectually free to ask questions at any time, and hence we will do the teaching in the humanities by seminars and lectures in the usual medical courses. As an example, when we introduce the student to the cadaver in gross anatomy, we can discuss how ancient people looked on the body after death. Why did some of them embalm, or mummify as the Egyptians did? Why did the Plains Indians put the body up on poles and let the birds pick it clean rather than the scavengers on the ground? Why do some people cremate, as the Hindus still do today, and why do the strict orthodox Hebrews insist that the body be buried before sundown on the day of death? We have approached, philosophically, what the concepts of life and death were in ancient peoples and in peoples today of various ethnic, religious or other backgrounds.

WE will continue the same approach in the study of animals. When we teach physiology, we wil ask why the Hindus revere cattle and protec them when people are starving. Why did Schweitze have such a reverence for life in his hospital, ever though he knew that mosquitoes carried yellow fever anc malaria, that he would not permit a mosquito to be swat ted even if it landed on your arm or the back of you neck? What are the ethics of animal experimentation?

In clinical medicine where the ethics of human ex perimentation arise, how do you decide when you do transfusion or an organ transplantation? When do you tie up a dialysis apparatus, which is very expensive to op erate, and how do you decide which patient you put o it? Are you just prolonging the inevitable outcome, or ar you actually saving someone's life? These are not medica or scientific problems—they are ethical and moral prob lems.

Indeed, the greatest problem facing the world toda is not a scientific problem; it is the balance between popu lation growth and food supply. We have scientific ar swers by which we can approach a solution in two fash ions. We can control population by adding the ingred ents of "the pill" to food supplies as we do with vitamin or minerals. We can control conception by intrauterin devices. We can do it by education, but it is already prov en that people, because of their cultural backgrounds, d not accept these recommendations. We can take the othe approach of increasing food supply by better methods c agriculture, by better use of fertilizer or by genetic de velopment of improved strains of plants and animals, bu none of these methods are going to produce enough re sults to solve the problem. The final answer comes dow to a moral, ethical, and philosophical decision and not scientific one. I think, increasingly, we will face prol lems of this sort, and hence we feel the importance c the Humanities as an essential part of the medical educa tion program.

WE have not mentioned continuing education— that is a story in itself. Suffice it to say, we d have some ideas on how we would like to tak care of our own graduates, and to give them an oppo tunity for a continuing education. We are considerin a sort of "retread" experience at intervals which we woul put at five to seven years, making available to the practi ing physician an opportunity to came back into th teaching hospital, the setting where he had learned th most for a period of about three months.

We intend to involve the public in our communit not in the raising of funds, but by participation in th educational process. In Derry township and the cor munity of Hershey, there are very few indigent familie so we are doing this teaching with the ordinary types c families that the student sees himself taking care of continuity—the paying patients who have jobs and wh are living in the community. We have assumed a r sponsibility for patient and community education as we as for medical students.

Bucknell's Educational Link to Alaska

By Bradley N. Tufts
Assistant Director, Public Relations

RESIDENTS of Alaska in 1967 celebrated the 100th anniversary of the purchase by the United States from Russia of the territory of Alaska.

In 1867 when Secretary of State William H. Seward negotiated the purchase for $7.2 million, or about two cents an acre, he was roundly criticized and Alaska was labeled "Seward's folly."

However, the growth and development of the state have exceeded even Seward's fondest dreams and expectations, and Bucknell University is particularly proud that one of her alumni was one of the leading pioneers in Alaska.

The late Charles E. Bunnell '00

The late Charles E. Bunnell '00, who received bachelor's, master's and honorary degrees from Bucknell, was the founding president of the University of Alaska, and until his retirement in 1949 was considered the "foremost educator in the territory."

A native of Dimock, Pa. and graduate of Montrose High School, Bunnell was a student leader at Bucknell, twice lettered in football, where he was a teammate of Christy Mathewson, and graduated *summa cum laude* in 1900. Shortly after his graduation he went to a mission school in Wood Island, Alaska to take a teaching position vacated by another Bucknell graduate, Robert Slifer of the Class of 1898.

CHARLES Bunnell spent most of the next 56 years of his life in Alaska. Among his infrequent trips back to the "States" were one in 1901 to marry a college classmate, Mary Anna Kline, of Winfield, another a year later to receive the master of arts degree from Bucknell, and a third in 1925 to receive the honorary Doctor of Laws degree from his alma mater. Of the latter event he said, "I think that was one of the proudest days of my life."

Dr. Bunnell, who also practiced law in Alaska and was named a federal judge for the territory by Woodrow Wilson in 1914, became president of Alaska Agricultural College and School of Mines in 1921, and a year later established what is now the University of Alaska with an original enrollment of six students.

It is a tribute to the untiring efforts and intellectual courage of Dr. Bunnell that the University has developed into a thriving state university. He began the school with a meager $60,000 appropriation from the Alaskan legislature, and many of his first students were sourdoughs and prospectors who took mining courses in the winter months when heavy snows prevented them from seeking gold.

However, the college continued to flourish and Dr. Bunnell was recognized to the extent that a general holiday was declared in the Territory on the day in July, 1949 when he retired and assumed the role of president emeritus. Commenting editorially on his retirement, a newspaper in Fairbanks said, "It will not be necessary for well-meaning Alaskans to congregate for discussion of a monument to Dr. Charles E. Bunnell. He has already built it himself."

AT the time of his retirement, Dr. Bunnell's years of service made him the senior president of all the 51 land grant colleges in the United States and the only land grant college president who was also a university founder.

When Dr. Bunnell died in November 1956, Dr. Ernest N. Patty, then president of the University of Alaska, said, "Alaska has lost another of her great pioneers. Dr. Bunnell spent 56 years of his life in Alaska and these were productive years for he loved Alaska and dedicated his life to its improvement. He was a distinguished educator and jurist. His greatest contribution was as President of the University of Alaska during its pioneering years. If it had not been for his skill, inflexible will and courage, there would not be a University today on College Hill."

Bucknell is proud that through one of its alumni the University has left its stamp on the state of Alaska.

The Varied Worlds of Bucknellians

Lt. Col. Mark M. McCullough '49, a native of Lewisburg, greets General William C. Westmoreland following the first Protestant services in the new Military Assistance Command Vietnam Annex Chapel on Christmas Eve. Lt. Col. McCullough is a Chaplain for the 34th General Support Group, Aircraft Maintenance and Supply, which is headquartered on the MACV Annex. (Photo by Lt. Thomas Gillette)

First Lt. Thomas L. Conner '65, right, receives the Distinguished Flying Cross from Major General George P. Seniff, Jr.

Wins DFC

For evacuating three wounded Vietnamese soldiers, Army First Lieutenant Terrance L. Conner '65 received the Distinguished Flying Cross Sept. 8 at ceremonies held near Bien Hea, Vietnam. Major General George P. Seneff, Jr., commanding general of the 1st Aviation Brigade, made the presentation.

Lt. Conner earned the medal Aug. 30 while flying a small plane near Ben Cat, Vietnam. He received a call from the senior American advisor to the Vietnamese ground troops saying that three soldiers needed to be evacuated right away. Unable to secure a medical evacuation helicopter, Lt. Conner decided to try the rescue himself. He landed his plane on the road nearest the battle area and took out two wounded on the first trip.

He then returned for the third casualty and took him to the field hospital where he had taken the oth-

ers. The mission completed, the lieutenant returned to the area and continued to fly aerial reconnaissance missions for the ground forces.

Lt. Conner is a member of the 74th Reconnaissance Airplane Company. He entered the Army in June 1965 and was stationed at Ft. Rucker, Ala., before arriving in Vietnam in July of this year.

The lieutenant, whose wife, the former Edith Mertineit '65, lives at 402 N. Wheeling Road, Prospect Heights, Ill., received his commission through the Reserve Officers' Training Corps program at Bucknell, where he received his bachelor of science degree in mechanical engineering. A brother of Lambda Chi Alpha, he was a member of the IFC and the Judicial Board.

Saluted for Heroism

Recipient of the Distinguished Flying Cross, the Silver Star, two Bronze Stars, Army Commendation Medal, Vietnamese Cross of Gallantry and 26 air medals, two for valor, Capt. E. Kirby Lawson III '60 has assumed new duties at Fort Rucker, Ala. He returned in September from a year's tour of duty with the 1st Infantry Division in Vietnam.

For the Distinguished Flying Cross, he was cited for "heroism while participating in aerial flight." Capt. Lawson piloted a light observation helicopter in support of an infantry battalion operating near the Cambodian border. He flew at treetop level over the battle site, braving intensive hostile ground fire for six hours so the battalion commander could observe the situation and direct air strikes.

He also used his aircraft to guide relief forces and evacuation helicopters into the area. When darkness fell, he remained over the area until resupply and reinforcement were completed and all wounded evacuated.

The Captain is the son of Dr. E. Kirby Lawson, Jr. '32 and the former Esther E. Minich '31, Harrisburg. He resides now with his wife Barbara and their 19-month old son, E. Kirby Lawson IV, at 20 Antolak St., Ft. Rucker, Alabama 36360.

Tells of Plight

Dr. Robert R. Larsen '56, medical missionary to India, revealed in a letter to friends the loss of his mission hospital to rampaging flood waters.

Bob and his wife, the former Norma Fry '56, have served in India since 1963. They can be contacted at Nekursini Christian Hospital, Khatnagar P. O., Via Belda, Midnapore Dist., W. Bengal, India.

Here is Dr. Larsen's account of the tragic event:

"Everyone is safe now, but on Sept. 3 I thought we were all about to die here in Nekursini Christian Hospital in West Bengal, India.

"Heavy rains began Saturday, Sept. 2, and at 3 A. M. Sunday the water began pouring into the first floor of the hospital. We moved things higher, but in the next two hours the water rose three more feet and we began to worry about patients.

"At 6:30 A. M. I had to do a forceps delivery with the mother on a camp cot, water up to my knees.

"We moved the 16 patients, most of them in serious condition, four times in 24 hours. Finally, we took them to the roof where we pitched tents. This was our last stand. We were entirely surrounded by a swift current, like a river, with no boats or any means of rescue. If the rains hadn't subsided, we would all have been drowned.

"The staff members were the real heroes. They worked in water up to their heads—swimming to move or rescue patients. I'm awfully thankful that not a single life was lost.

"Today—two days later—we're trying to estimate the hospital's losses. We haven't yet dug the X-ray out of the mud. Our entire White Cross shipment, which had just arrived, is gone. So are medicines, mattresses, blankets, food, clothes and four hostels where the high school boys lived. We're hoping the damage will not exceed 150,000 rupees (about $20,000).

"Any money that people back home can send will help tremendously. With the staff working around the clock to clean out (their devotion is unbelievable), we hope to have our hospital going again."

Wins Promotion

D. Lee Hamilton '57 has been advanced to manager of Humble Oil's Wilkes-Barre District. The appointment was effective on November 1.

A native of Pittsburgh, Lee received his B.S. degree in chemical engineering from the University and an M.B.A. degree from the University of Pittsburgh in 1965. He was a brother of Sigma Chi at Bucknell and served as vice president of the S. F. C.

Lee joined Humble Oil as a sales trainee in 1957, was promoted to industrial salesman at Philadelphia in 1960, after a two-year tour of military duty, advanced to sales supervisor in Pittsburgh in 1963, and to assistant district manager in Pittsburgh in 1966.

He and his wife, the former Molly Molford '59, and their three young sons plan to move from Mt. Lebanon to Clark's Summit.

College Official

Dr. Stephen W. Roberts '32 has begun new duties as director of admissions at Alderson-Broaddus College, Philippi, West Va. He had served the college previously as a consultant on special programs to the president and director of development.

Dr. Roberts went to Alderson-Broaddus in 1966 after serving as Headmaster at Perkiomen for nearly sixteen years. He received his B.S. degree from Alderson-Broaddus in 1927 and an honorary Doctor of Laws degree in 1957. He also has a B.S. degree from Bucknell and a M.A. degree from New York University. His alma mater remembers him as an outstanding student and as one of the college's four letter athletes.

During Dr. Roberts' sixteen years at Perkiomen the enrollment was doubled and five new buildings were constructed. In appreciation of his work the Perkiomen Trustees named one of the buildings Roberts Hall for Dr. and Mrs. Roberts. Prior to his work at Perkiomen Dr. Roberts

served as director of admissions and public relations at Wayland Academy in Beaver Dam, Wisconsin.

Since arriving at Alderson-Broaddus Dr. Roberts has been instrumental in revamping the A-B Parents' Association. He has also done work with Baptist Churches in West Virginia and worked on several foundation projects.

In announcing Dr. Roberts' appointment Dr. Shearer said: "We are very pleased to have a man of Steve Roberts' abilities heading our admissions office. His experience in education will provide Alderson-Broaddus with a vast amount of knowledge in the vital role of student recruitment."

Assumes New Post

George J. Kuzmak '49 has been named to the newly-created position of technical service manager for thermosetting and specialty molding materials by Union Carbide Corporation. Making his headquarters in Bound Brook, N. J., Mr. Kuzmak will work closely with customers throughout the country in the application of Bakelite phenolic molding materials.

Mr. Kuzmak was graduated from Bucknell University with a B.S. degree in chemical engineering in 1949. In 1962, he received an M.S. degree in management engineering from Newark College of Engineering. He joined Union Carbide's Plastics Division here in 1950 as a quality control engineer, and in 1957 was named assistant head of the quality control department. In 1958 he became quality control supervisor, and the following year was appointed assistant head of the intermediate resins department. He was made supervisor of process engineering in the Phenolics department in 1960, and in 1962 became production supervisor of the phenolic thermosetting department. In 1965 he was appointed operations control supervisor of the phenolic division, from which position he comes to his new assignment.

Mr. Kuzmak is a member of the Society of Plastic Engineers. He resides with his wife and three children in Somerville, N. J.

George J. Kuzmak '49

Inventor's Inventor

Necessity supposedly mothers invention, but inventors sired an organization called Inventors League, Inc.—a firm that offers legal protection for an inventor's ideas and seeks a market for his products. National headquarters for ILI is in Philadelphia.

A Bucknellian who is an inventor himself, John E. Worsfold, Jr. '48, is director of marketing for the firm. He explains: "The concept on which the League was built, cooperation of a group of individuals with similar interests for the good of all, is not new but the application, I believe, is unique. We were granted our charter on January 14, 1963. We've sold enough inventions to insure the success of ILI but have hardly scratched the surface. New, important developments happen with such rapidity that a fellow's head spins trying to keep up with them."

Most of the developments came out of basic research supported in ever-increasing amounts by industry and government. Reliable estimates peg 1966 R&D costs at $15.2 billion, an increase over $1.6 billion over 1965. But skyrocketing costs of materials and talent indicate that industry will probably be spending $18 billion per year on R&D by 1969.

New products is the life blood of industry and the research of today is aimed at developing the products of tomorrow. Inventors League helps manufacturers overcome these R&D problems by working on both sides of the product development field. On one side are the items developed by member inventors. These are carefully scrutinized for usefulness, practicality, patent ability and need before they are presented for appraisal by manufacturers. On the other side are the manufacturers who inform Inventors League of items they would like to produce, but don't yet have.

When an inventor comes up with a marketable product, the League negotiates for royalties. The inventor himself doesn't step in until the contract closing. Up to that point, all steps—from contacting manufacturers to negotiating royalties—are handled by League executives.

In this sense, ILI is developing a new resource for American industry—the isolated inventors of America whose ideas may not be translated into more than a prototype on a shelf without the cooperative and coordinated talents of ILI.

John Worsfold, Jr. is enthusiastic about the League and his work. A veteran of World War II, he received a B.S. degree in commerce and finance. Before beginning his duties with ILI, he operated his own firm, Jack Worsfold Associate, Identification Consultants, in Forest Hill, Maryland. Married to the former Betty Mae Geating, he is the father of three children. The Worsfolds reside at 353 South Main St., Bel Air, Md. 21014.

New Marketing Idea

In a new marketing program, the Insulating Materials Division of Westinghouse Electric Corporation has appointed Clarke Chemical Company as its manufacturer's representative in New Jersey for its full line of paint vehicles.

President of Clarke Chemical is Robert C. Brumberger '39, who has been affiliated with the paint industries since 1950. The firm, located in Morris Plains, N. J., also represents five other prominent suppliers, including manufacturers of specialty chemicals, dispersions and steel pails.

Formerly sales manager of the hemical Industries Division of Nuo-ex Products Company, Elizabeth, I. J., Robert received his B.S. de-ee in commerce and finance from ucknell, and was a member of Phi appa Psi. He resides in Morris-wn, N. J., with his wife, Christine, nd their two children.

afety Award

Thomas H. Wilkenson '33, U. S. rmy Safety Director, has received ne Arthur Williams Memorial ward for outstanding contributions the field of safety engineering. The vard was made by Thomas N. oate, president of the World Safety esearch Institute, Inc., N. Y., N. Y.

A varsity member of the boxing quad at Bucknell, Tom explained is interest in safety engineering: Accident prevention became an ob-ssion with me after I lost my arm n an industrial accident in 1934. I tended the University of Pittsburgh nd received my master of letters de-ree in 1937. The main purpose of ny graduate work was to prepare me or the field of loss prevention. It as indeed gratifying to have my ork over the years recognized by ne World Safety Research Insti-ute."

The award originated in Philanthropic bequests by Arthur Williams, first president of the American Museum of Safety. It is given for ". . . outstanding achievement by invention, development, plan or service in the interest of greater and improved industrial and general safety to human life and limb."

The Department of the Army Safety Program embraces two million civilian employees and military members and their dependents at field installations throughout the United States and overseas.

Mr. Wilkenson was cited for "success in dealing with the wide variety of safety problems . . . facing the Army . . . the high degree of effectiveness of accident prevention activity among Army military and civilian personnel . . . and unselfish dedication to the cause of safety which has resulted in continued interest and effective activity in both governmental and private safety organizations . . ."

Mr. Wilkenson, first career employee in the Defense Department to receive this award, was appointed Safety Director on the staff of the Army's Deputy Chief of Staff for Personnel in 1955, following prior service with the U. S. Army, Pacific, at Honolulu.

homas H. Wilkenson '33, second from right, was the recipient of the Arthur Williams Memorial Award for outstanding contributions to the field of safety engineering. Award as presented at ceremonies in Pentagon by Army Secretary Stanley R. Resor, left, to Mr. Wilkenson's son, William '70, the award winner, and Mrs. Wilkenson.

Mr. Wilkenson and his wife who reside at 7416 Burtonwood Drive, Villa May, Alexandria, are parents of two sons, Thomas H., III, enrolled at the University of Missouri, and William M., a student at Ohio University.

Colonel Retires

After 27 years of active and reserve service, Colonel Stanley L. Barcus '34 retired in December from military duties.

Stanley was commissioned a second lieutenant in June 1940 and entered active duty in December of that year. He served at several stations in the U. S. before being assigned to the Pacific Theater of Operations for three years. He became an active reservist in 1947 and assumed command in August 1962 of the 1102nd Civil Affairs Group of the Army Reserves Training Center, Horseheads, N. Y. He is a graduate of the Command General Staff School, Fort Leavenworth, Kansas.

Now serving as director of Classification and Treatment for the New York State Department of Correction at Elmira Reformatory, Stanley earned an M.S. degree from Elmira College and has completed post-graduate study at Cornell University. A past president of the Bucknell Alumni Club of Elmira, he is active in many local civic organizations.

The retired officer is married to the former Nanette Chaitt (Vassar '46). They have three children: Steven, 16; Carolyn, 14; and Robert, 10. The Barcus family resides at 602 Foster Avenue, Elmira, N. Y.

Hann Retires

Thomas D. Hann, Jr. '26, resident manager of the Toledo, Ohio, sub-office of Bethlehem Steel Corporation's Detroit sales office, retired on October 31 after 40 years of service.

Mr. Hann, a native of Brownsville, Pa., is a graduate of Bucknell University with a bachelor of science degree in engineering. He joined Bethlehem Steel in 1927 as a member of that year's Loop Course, management training program for college graduates, and was assigned to the

sales department at the home office. In 1929, has was transferred to the Detroit sales office as a salesman.

Mr. Hann who resides at 4334 Sheraton Road, Toledo, was appointed resident salesman in Toledo in 1941, and served in that capacity until he was elevated to resident manager of the Toledo suboffice in 1964.

Outstanding Young Women

Thelma E. Adamson '57 and Carol Schellman Lapp '63 have been included in the latest volume of *Outstanding Young Women of America.* The volume is an annual biographical compilation of women between the age of 21 and 35 who have distinguished themselves in civic and professional activities.

Both young women were the subject of feature articles in the September 1965 issue of *The Bucknell Alumnus.*

Thelma is an aerospace life scientist with Lockheed Missile and Space Co. in California. Aside from the professional organizations of World Affairs Council, American Chemical Society and the American Association for the Advancement of Science, she is kept busy by hobbies which include cooking, sewing and photography. She lived in Europe from 1959-60 and most recently spent three weeks in the Orient.

Carol is Mrs. David Lapp and her husband is a biologist. A member of Phi Beta Kappa and Sigma Xi, Carol interrupted graduate studies in zoology at the University of Rhode Island for a career as housewife and mother. However, one day soon she plans to return to her studies as a candidate for the Ph.D.

World Traveler

Every time Karen Gilbert '66, of Cheverly, Maryland, flies west to Tokyo in her new job as a Pan American World Airways stewardess, she makes a sentimental journey home.

The petite, blue-eyed redhead lived in Japan with her family in 1946-47. She is the daughter of Mr. and Mrs. Richard Lynn Gilbert, 2800 Valley Way. Mr. Gilbert is an engineer in the Department of Defense.

Karen Gilbert '66

Miss Gilbert is a recent graduate of Pan Am's International Stewardess College in Miami, Florida, and is serving to the Far East and the South Seas, to Latin America and Europe. A pre-graduation training flight took her to San Juan, Puerto Rico, and other exotic Caribbean ports.

The new stewardess graduated from Bladensburg (Maryland) Senior High School and Bucknell University where she was a member of the *L'Agenda* staff, English and Journalism honoraries, Chorus and Women's Student Government. Before joining Pan Am she was a programmer for the Chesapeake and Potomac Telephone Company in Fairland, Maryland.

University Official

Dr. Heber W. Youngken, Jr. '35 has begun new duties as vice president at the University of Rhode Island. He has served this institution since 1957 as dean of the College of Pharmacy.

In addition to his B.A. degree from Bucknell, Vice President Youngken received a B.S. degree (1938) from the Massachusetts College of Pharmacy, an M.S. degree (1940) and a Ph.D. degree (1942) from the University of Minnesota.

A varsity basketball, soccer and baseball team member at Bucknell, he also served on the staffs of *The Bucknellian* and *L'Agenda.*

He began his teaching career in 1942 as an instructor in pharmacognosy at the University of Washington, Seattle, Wash. He remained on the faculty of this institution until 1957, serving from 1952-57 as professor and chairman of the department of pharmacognosy.

Dr. Youngken is the co-author (with R. Pratt) of *Pharmacognosy* second edition, 1956; and *Organic Chemistry in Pharmacy,* 1949. He is also the author of numerous scientific papers.

He has been a member of the U. S. Pharmacopoeia Revision Committee since 1950 and a fellow of the American Academy of Arts and Sciences since 1947. Included among his many professional affiliations are Sigma Xi, Phi Sigma Society, Pi Kappa Psi, Kappa Xi, New York Academy of Science and the Society of Experimental Biology and Medicine.

His father, the late Dr. Heber W. Youngken, was a member of Bucknell's Class of 1909 and his brother Eugene, of the Class of 1947.

Wins Promotion

Roger W. Roth '52 is now servin as manager of the Kansas City, Kan plant of the Owens-Corning Fiber glas Corporation. Roger served pre viously as superintendent of th firm's wool factory in Newark, Ohi

A mechanical engineering gradu ate of Bucknell, Roger joined Ow ens-Corning in 1955 as a mechan cal research technologist. From 195 61 he was assigned to the Pionee ing Research Laboratory. He wa then named process engineering su pervisor for general products deve opment and, four years later, becam superintendent of the Aeroflex an mat factory superintendent in 196

Roger was a member of Theta Cl at Bucknell. He is married to th former Mollie M. Brown '53 and the father of five children.

New Executive

Charles B. Price '55 has been a pointed to the newly created positic of assistant to the president of th Braun-Crystal Manufacturing C

designers and producers of custom gift packaging.

Prior to joining Braun-Crystal, Charles was group marketing manager for food products at the Hamilton Beach Division of Scovill Manufacturing, and national sales manager of the Chemical Division of Kaiser Aluminum and Chemical. In his new post, he will be responsible for the administrative duties of the president's office and for long range planning.

A brother of Lambda Chi Alpha, he presently serves as assistant class fund manager. He lives at 32 Interlaken Rd., Stamford, Conn. with his wife Susanne, and four children.

European Contacts

For sometime Bob Burnett '58 has been our European contact but he has now been transferred from his assignment in Belgium. Taking over for him are Ernst Wallrapp '51 (34 chemin ducal, Wezembeek-Oppem, Belgium) and Allen B. Macomber '63 (400 Avenue Louise, Brussels 5, Belgium).

Bucknellians living or traveling in Europe are encouraged to contact Ernst and Al who will act as "observers" in Europe and will pass on to the Alumni Headquarters in Lewisburg any news or changes of address that they receive. Let's all contact our European Headquarters at check point Ernst and Al.

Award Winner

Prize-winning Editor Mrs. James R. Monteith, Jr., the former J. Ann Kendall '65, received a Certificate of Improvement, awarded by Time-Life, for her work on the alumni magazine of Lebanon Valley College. Ann joined the college publications staff in April 1966, became director of publications, and has edited the magazine since September 1966. Husband James '63, who holds an M.B.A. degree from the University of Pennsylvania, is an account executive with Michener Associates, Harrisburg. The Monteiths live at Sprucehaven Farms, Annville, Pa.

New Credit Manager

George A. Allen '38, has been appointed credit manager of the Birmingham, Ala., and Jacksonville, Fla., districts for United States Steel Corporation.

A native of Harrisburg, Pa., Mr. Allen comes to Birmingham from Pittsburgh where he has served as United States Steel's Eastern Area credit manager since 1964.

Mr. Allen holds a B.A. degree in economics from Bucknell University, an M.S. in finance from Duquesne University and did post graduate work at Dartmouth College and New York University.

Since joining United States Steel after World War II—during which time he spent four years with the Army Air Corps at Napier Field near Dothan, Ala.—Mr. Allen has been associated with the corporation's treasury and finance operations, mostly in the Pittsburgh area.

Mr. and Mrs. Allen, the former Marguerite Morley of Harrisburg, have one son, Morley V., who currently is serving with the U. S. Army.

The Allens make their Birmingham home at 2304 Woodcreek Drive.

REUNION

MAY 31-JUNE 2

STANLEY C. MARSHALL '43
Pittsburgh, Pa.

JAY P. MATHIAS '35
Lewisburg, Pa.

RICHARD L. MOORE '47
Upper Montclair, N. J.

Board of Trustee Nominees

Once again Bucknell Alumni have the responsibility of selecting one of their number as a member of the University's Board of Trustees. The nominees whose photographs and biographical outlines appear here were selected by a committee of Alumni. Each nominee assisted Alumni Headquarters in the preparation of the biographical material to assure that it is complete.

Early in April ballots will be mailed to all Alumni (graduates and non-graduates alike) whose addresses are known to be correct on our records. All Alumni are entitled to vote and are encouraged to do so. Each Alumnus will be asked to vote for *one* nominee and to return the ballot in the postage-free envelope to the Alumni Office by May 15, 1968.

The secrecy of the ballot will be maintained by providing for no signature by the voter. Upon receipt of the ballot at Alumni Headquarters, it will be placed in a locked ballot box. During the week following the closing date, a committee of tellers will open the ballot box, tally the votes and certify the results to the chairman of the Board of Trustees of Bucknell University.

STANLEY C. MARSHALL

COLLEGE RECORD: B.S. in Electrical Engineering, Bucknell University, 1943; Graduate Courses in Business Management, Television Engineering, Illinois Institute of Technology; President, Cap & Dagger; WVBU Radio Workshop; Badminton; Intramural Softball, Soccer, Volleyball; Phi Eta Sigma; Student Faculty Congress; "Who's Who Among Students in American Universities"; Tau Beta Pi; Pi Mu Epsilon; Theta Alpha Pi; Torch and Scroll.

PROFESSIONAL EXPERIENCE: 1943-45, General Electric Company, Electric Engineer; 1945-50, Sauerman Bros., Inc., Editor of Technical Publications, Sales Promotion Manager; 1950-52, Penn Technical Institute, Assistant to Director; 1952-present, Business and Job Development Corporation, Director; 1967-present, Pittsburgh Commerce Institute, Inc., Director and President.

ORGANIZATIONS: Allegheny Roundtable: Director, 1954 to present; President, 1957-60; Mendelssohn Choir of Pittsburgh: Director, 1953 to present; Vice President, 1955; President, 1956; American Society for Engineering Education: Member, 1950 to present; American Institute of Electrical and Electronic Engineers*: Member, 1943 to present (*formerly AIEE and IRE); Instrument Society of America: Member, 1959 to present; Pittsburgh Chapter, Association of Industrial Advertisers: Director, 1959 to present; President, 1964-65; Vice President, 1963-64; Secretary, 1962-63; Treasurer, 1961-62; Member, 1959 to present; Association of Industrial Advertisers: National Director, 1965-67; American Marketing Association: Member, 1963 to present; Pittsburgh Press Club: Member, 1955 to present; Downtown Club of Pittsburgh: Member, 1958 to present; Neighborhood Centers Association of Pittsburgh: Director, 1959-1967; Chamber of Commerce of Greater Pittsburgh: Director, 1960-66; Pittsburgh Meeting, Religious Society of Friends: Clerk, 1965; Negro Educational Emergency Drive (NEED); Director, 1965 to present; Executives Public Relations Society of America, Counsellor, 1960-present.

PERSONAL RECORD: Born, February 25, 1919, New York, N. Y.; Married, Alice Zindel '42; Children: Lisa Jo, Born November 8, 1945; Dianne, born August 11, 1947; Laurie Ann, born November 19, 1949.

BUCKNELL ACTIVITIES: Director, Bucknell Engineering Alumni Association, 1961-66; Member, William Bucknell Associates.

JAY P. MATHIAS

COLLEGE RECORD: 1931-32, attended Bucknell University, Class of 1935; Sigma Chi.

PROFESSIONAL EXPERIENCE: 1934, Accounting Division, State Highway Dept., Harrisburg; 1935-37, Area Statistical Office, U. S. Government, Philadelphia; 1938-39, Procurement Division, Treasury Dept., Washington, D. C.; 1940-41, Salesman, Essex Rubber Co., Trenton, N. J.; 1941-48, Purchasing and Sales, Owens-Corning Fiberglas Co., Toledo, Ohio; 1948-49, Vice President and Sales Manager, Tensolite Corp., Tarrytown, N. Y.; 1949 to present, President, The J P M Company,, Lewisburg.

ORGANIZATIONS: Former member, Union National Bank Board of Directors; Former member, Lewisburg School Board; Former Chairman, Union County Chapter of American Red Cross; President, Evangelical Community Hospital Board of Directors; First Baptist Church, Lewisburg.

PERSONAL RECORD: Born, August 6, 1913, Knoxville, Pa.; Married, Margaret P. Blair '36; Children: Janet '66, John '69, and James; Parents, John H. Mathias '09 (Deceased) and Margaret W. Pangburn Mathias '08; Brothers, Earl P. Mathias '39 and Roy P. Mathias '39; Nephew of Weaver W. Pangburn '10, Edward W. Pangburn '15, and Jessie W. Pangburn '23 (Deceased).

BUCKNELL ACTIVITIES: 1953 to present, President of Bison Club; Member, Bucknell University Development Council; Charter Member, William Bucknell Associates; Assistant Class Fund Manager, Class of 1935; Reunion Contact Chairman, Class of 1935; Patron, Bucknell University; With brothers, Commencement, 1966, presented 111-bell carillon for Rooke Chapel to Bucknell University in honor of their mother; Received the Bucknell Chair, 1967.

RICHARD L. MOORE

COLLEGE RECORD: A.B., Bucknell University, 1947; M.A., Bucknell, 1948; Sigma Chi, Alpha Chi Sigma; American Chemical Society; Cap and Dagger; Christian Association; Radio Workshop; Golf; Tennis; Track Team (Manager).

PROFESSIONAL EXPERIENCE: 1948, Assistant to President, Foster D. Snell, Inc., New York, N. Y.; 1952, Assistant Treasurer, Foster D. Snell, Inc. New York, N. Y.; 1952, Director of Personnel and Public Relations and Assistant Treasurer, Foster D. Snell, Inc., New York, N. Y.; 1956, Public Relations Division, W. R. Grace & Co., New York, N. Y.; 1959, Manager of Chemical Public Relations, W. R. Grace & Co., New York, N. Y.; 1961, Director of Public Relations, W. R. Grace & Co., New York, N. Y.

ORGANIZATIONS: American Chemical Society: National Councilor, 1960; Chairman, Subcommittee on Ethics, Professional Relations and Status Committee, 1962; New York Section, Chairman, Plant Trips Committee, 1958; Chairman, Public Relations Committee, 1956-58; American Institute of Chemists: Fellow, 1950; Chairman of Public Relations, 1960-64; Department Editor, "The Chemist;" Chairman, New York Chapter, 1953-54; Councilor, New York Chapter, 1962; Manufacturing Chemists' Association: Member, Public Relations Activities Committee, 1961; Chairman, Publicity Subcommittee, 1963; Member, Steering Committee; Chemical Industry Council; Vice Chairman, Public Relations Activities Committee, 1965; Alpha Chi Sigma: Chairman, New York Professional Chapter, 1956; Toastmaster, 1958-61-63; National Chairman on Public Relations, 1963; Beekman-Downtown Hospital Drive: Chairman, Chemical and Drug Section, 1961-63; Chemical Industry Association: Member, 1952, Director, 1962; Chemical Public Relations Association: Member, 1960; Chemists' Club of New York: Chairman, Public Relations Committee, 1961-63; *Industrial Research* Magazine: Member, Advisory Board, 1960-65; National Association of Science Writers: History Committee, 1963; Public Relations Seminar: Member, 1963; Public Relations Society of America: Member, 1961; St. James Episcopal Church, Upper Montclair, N. J.: President, Men's Guild, 1962-63; Montclair Golf Club: Member, 1961; Growth Investment Club of New York: President, 1961; Fanning Personnel Agency: Director, 1962; Listed in *Who's Who in Public Relations, Chemical Who's Who.*

MILITARY RECORD: 1944-46, U. S. Navy, Executive Officer, Landing Craft Amphibious Forces, South Pacific.

PERSONAL RECORD: Born, November 11, 1923, Palisades, N. J.; Married, Dorothy Dillenback '46 in 1944; Children: Diana L. '69, born May 12, 1947; Pamela A., born March 28, 1950; Richard L. Moore, Jr., born October 30, 1954.

BUCKNELL ACTIVITIES: Member, Executive Committee, Bucknell Alumni Club of Northern New Jersey; Charter Member, William Bucknell Associates; Heating Plant Drive, 1949; Alumni Association Drive, 1958; Secretary/Treasurer, Association of the Alumni and Undergraduates of Kappa Chapter of Sigma Chi, 1950; Member, Bucknell Development Council, 1964; Member, Bison Club.

Richard D. Atherley '49

Mrs. W. Floyd Henderson (Barbara Kaiser '51)

Mrs. Richard K. Kleppinger (Dorothea Bitner, M.D. '44)

Eugene J. Matthews '47

Nominees for Alumni Board of Directors

This year Alumni will use a mail ballot to select four members of the board of directors of The General Alumni Association. This method was approved by adoption of changes in the by-laws at the Annual Assembly of the Association held during Reunion, June 4, 1966.

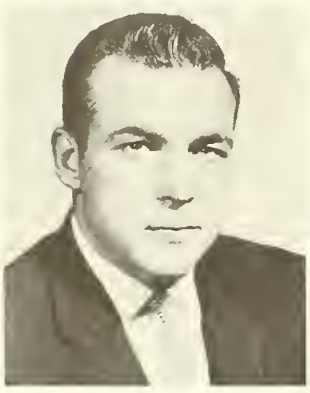
The terms of three directors expire this year: Miss Audrey J. Bishop '45, Mr. Andrew W. Mathieson '50, and Dr. Melvyn L. Woodward '53. The election of four directors will add one new member, for a total of 17. An additional director will be elected for the next three years until the new 20-member board is completed.

All of the candidates whose credentials are presented here in brief have agreed to serve five-year terms on the board. They have been selected by a five-member nominating committee of Alumni.

Ballots will be mailed to all Alumni on or about April 1, and all Alumni are eligible to vote. Deadline for the return of ballots is May 15, 1968.

Secrecy of the ballot will be maintained by providing for no signature by the voter, and all returned ballots will be kept in a locked ballot box at Alumni Headquarters until official tellers make their count.

Jerry P. Olds '52



Bruce M. Scott '51

Frank W. Strickland '46

Frederick S. Shehadi, Jr. '56

Richard D. Atherley '49

Pittsburgh, Pennsylvania

College Activities: B.S., Bucknell University, 1949 (Originally Class of 1948); Lambda Chi Alpha, Vice President; *Squirl*, Circulation Manager; "B" Club; Booster Club, Treasurer; Intramurals; Varsity Baseball; Sophomore Class Treasurer; Senior Class Treasurer; Omicron Delta Kappa.

Present Occupation: Manager, Personnel, Atomic Power Divisions, Westinghouse Electric Corp.

Alumni Activities: Past president, Bucknell Alumni Club of New York-New Jersey; Class Fund Manager.

Mrs. W. Floyd Henderson (Barbara A. Kaiser '51)

Haddonfield, New Jersey

College Activities: B.S., Bucknell University, 1951; Pi Beta Phi; *Bucknellian*, Advertising Manager; Modern Dance; Cap and Dagger; W. A. A.; Intramural Sports.

Present Occupation: Housewife; formerly Head of Commercial Department, Delhaas High School, Bristol, Pennsylvania, 3½ years.

Alumni Activities: Member, Bucknell Alumni Club of Southern New Jersey.

Mrs. Richard K. Kleppinger (Dorothea Bittner, M.D. '44)

Reading, Pennsylvania

College Activities: B.S., Bucknell University, 1944; Phi Sigma; Christian Association; Mixed Chorus; Student Campus Club; Women's Glee Club.

Present Occupation: Director of Health Education Center, Reading Hospital, Reading, Pennsylvania.

Alumni Activities: President, Bucknell Alumni Club of Reading.

Eugene J. Matthews '47

Pottstown, Pennsylvania

College Activities: B.S., Bucknell University, 1947 (originally Class of 1944); Phi Gamma Delta, President; Student Faculty Congress; Booster Club; Who's Who; Class Officer; Dance Committee Chairman; "B" Club; Intramurals; Inter-Fraternity Council; Co-captain Varsity Football.

Present Occupation: Mill sales representative for Cannon Mills, Inc. (yarns).

Alumni Activities: Former officer, Alumni Clubs of Providence, Rhode Island and Reading, Pennsylvania; Host to 25-year football squad.

Jerry P. Olds '52

Garden City, Long Island, New York

College Activities: A.B., Bucknell University, 1952; Delta Upsilon; Pi Delta Epsilon; Cap and Dagger; *Bucknellian;* Radio Workshop; Cinema Club; Bridge Club; Booster Club; Student Athletic Board; *Who's Who in American Colleges and Universities.*

Present Occupation: Account supervisor, Advertising and Sales Promotion, Atomic and Boiler Divisions, The Babcock and Wilcox Company, New York, New York.

Alumni Activities: Past president, Bucknell Alumni Club of Long Island.

Bruce M. Scott '51

Harper Woods, Michigan

College Activities: B.S., Bucknell University, 1951; Sigma Phi Epsilon; *L'Agenda;* Intramural Sports; *Bucknellian.*

Present Occupation: Engineer, Plymouth Product Planning Staff, Chrysler Corporation.

Alumni Activities: Past president, Bucknell Alumni Club of Michigan.

Frank W. Strickland '46

Red Bank, New Jersey

College Activities: A.B., Bucknell University, 1946 (originally Class of 1944); Kappa Sigma; Varsity Soccer; Varsity "B" Club; Men's Glee Club.

Present Occupation: Manager, General Motors Acceptance Corporation, Monmouth, New Jersey.

Alumni Activities: President, Bucknell Alumni Club of Monmouth and Ocean Counties.

Frederick S. Shehadi, Jr. '56

Maplewood, New Jersey

College Activities: B.S., Bucknell University, 1956; Theta Chi; *L'Agenda;* Newman Club, Vice President; Freshman Football; Intramural Sports; Booster Club; Alpha Phi Omega.

Present Occupation: Vice president of Sales, B. Shehadi & Sons Inc., East Orange, New Jersey.

Alumni Activities: Past president, Bucknell Alumni Club of Northern New Jersey.

Cite L'Agenda, WVBU

Bucknell University's *L'Agenda,* and the student radio station, WVBU, were recently announced as award winners in a nationwide contest sponsored by Pi Delta Epsilon, national journalism fraternity.

The 1967 yearbook, edited by Diane Miller Johnson and Eugene Ryerson, both members of last year's graduating class, placed second among schools with enrollments of 2-3,000, and the student station, under the direction of Charles K. Sawyer, currently a senior at Bucknell, was one of only three receiving awards.

Mrs. Johnson, who currently lives in Oxford, Ohio, is the daughter of Mr. and Mrs. Robert C. Miller, Bay Crest, Huntington, N. Y., and Ryerson is the son of Mr. and Mrs. Wilbur D. Ryerson, Hetherington Lane, Wayne, N. J. Sawyer is the son of Mr. and Mrs. Charles E. A. Sawyer, 16 Academy Road, Madison, N. J.

Published last June, the *L'Agenda* contains nearly 1,900 pictures and was produced by a staff of 90 students. First place in Bucknell's enrollment category was awarded to Rensselaer Polytechnic Institute, Troy, N. Y.

Judges reviewing entries in the Radio-TV division of the contest did not designate first, second and third prizes, but instead awarded honorable mention to Bucknell, the University of Pittsburgh and Muhlenberg College. The decisions were based on recording of special programs submitted by the stations and an evaluation of the weekly format of each station.

Award Grants

The University Research Committee has awarded summer research grants to nine faculty members.

Recipients include Professors Mills F. Edgerton (Spanish), Harry R. Garvin (English), Donald L. Hartly and Nicholas Rohrman (Psychology), Frank J. Little and David D. Pearson (Biology), W. Preston Warren (Philosophy), Allan W. Grundstrom (French) and David J. Lu (History).

AROUND CAMPUS

Dr. Harold E. Cook

For Harold E. Cook

The following tribute was presented to the faculty in memory of Dr. Harold E. Cooke:

In seeking for the word or phrase which would best sum up the character of Harold Cook, a series of pictures flashes across the mind's eye: his conducting the men's glee club in a Kentucky folk song or a motet of Palestrina, showing visitors around his garden, driving slowly along the top of Montour Mountain rejoicing over the dogwood in flower, revelling in the discovery of a volume of rare Renaissance music or an Indian statue, or poking his head out of his studio to find a student to whom he could give an extra piano lesson. Informing all these, and a thousand other activities, was an intense and joyous vitality. It expressed itself in vivid language, in concentration on getting students to understand the mood of a composer and to acquire the technique to interpret that mood, in preparing and delivering lectures, and in the quick flash of wit. He was impatient of theory and of all that seemed to him remote from life. He approached directly the thing-in-itself—flower, bird song, and above all, painting, poetry, and music.

It never occurred to Harold Cook that students had less interest in music than he had: he began not only each semester but each class with enthusiasm for his subject and delight in communicating it. Success in making something clear was the deepest of his many pleasures, and to "discharge into a vacuum" to use his phrase, was a sorrow. He had the rare gift of being able to sense the way of explaining which would be meaningful to the person whom he was teaching, and these explanations were unpremeditated, as swift and vital as life itself. When his energies ran down to the normal level of most people he was puzzled and apologetic but even when he was suffering greatly, in the last months of his life, a private lesson or a class sent the vital currents racing in body and mind.

His intellectual capacity for pursuing the elusive and challenging, the esoteric and strange, and for tirelessly seeking treasures of manuscripts and books, and Oriental musical instruments, is attested by the collections that filled the Cook home. Collecting was not a pose, assumed to impress a colleague, but a true fascination with cherishing the physical presence of a great mind, or a remote culture and an alien way of thought. He was never so happy as when exhibiting a missal purchased by persuasive argument or a remnant of a five hundred year old Coptic manuscript, a trumpet made of a human thigh bone or his beautiful Broadwood piano of 1812 whose thin voice was tuned to the elegant parlor of the rococo. His enthusiasm for

these possessions and for the new vistas they revealed was boundless and infectious, and his generous use of them to illuminate and make more tangible the history of music revealed the intense scholar-enthusiast-humorist his students and colleagues remember so vividly.

Although he believed, with Tennyson's Ulysses, that "life piled on life were all too little," we who remain can see that for sixty-three years he burned with a bright flame. We remember him with affection and will sorely miss him.

Benton A. Kribbs

Benton A. Kribbs, athletic director and former head basketball coach at Bucknell University, died Friday, Jan. 12.

Mr. Kribbs, who had been affiliated with Bucknell since 1952, held a bachelor of science degree in education from Clarion State College, 1939, and a master of science degree from Bucknell, 1959.

After serving at high schools in Rimersburg and Freeport, he was an athletic director from 1946 to 1948 in the U .S. Army, then a coach at Clarion State College from 1949 to 1952.

At Bucknell, he was a basketball coach from 1952 to 1962 and served as athletic director from 1962 until his death.

He was president of the Eastern College Athletic Conference in 1966 after serving as its vice president in 1965. During the Penn Relays in Philadelphia in 1966, he served as an honorary referee.

Surviving are his wife, the former Carol Haskell; three sons, Robert H., a Harrisburg area teacher; William J., a student at Lycoming College, and John B., a Bucknell sophomore; a brother, Phillip, of Pittsburgh, and two sisters, Mrs. William Thoran, of Knox, and Mrs. Betty Laddin, of Shawnee Mission, Kans.

Publishes Study

Richard J. Peterec, assistant professor of geography at Bucknell University, is the author of *Dakar and West African Development* recently published by Columbia University Press.

The book by Professor Peterec, who joined the Bucknell faculty in February, 1961, is a study of the economic role of the port of Dakar, the political, commercial, industrial and cultural center of French West Africa before the federation broke up in 1959. Emphasis is placed on how independence for the surrounding colonial territories affected Dakar.

Recipient of a bachelor of arts degree from Queens College, a law degree from New York University and a master of science degree in economic geography from Columbia, Professor Peterec was on the faculty at Queens and Hunter Colleges and was a research associate with the department of economic geography at Columbia before coming to Bucknell.

He is on leave from Bucknell during the current academic year while studying at the University of Strasbourg in France.

Bison Booters

Just before the season started, Craig Reynolds, Bucknell's first-year soccer coach, was asked what kind of team he was going to have. His reply was, "We're young and inexperienced, but we're goining to hustle." And hustle they did. Reynolds took a squad of 19 sophomores, two juniors and a senior, and taught them defense. The Bisons held the opposition to 21 goals in 12 contests. The team's opening victory over Lafayette, 4-2 in double overtime, was an indication of the good things to come. After losing to perennial powerhouse Elizabethtown in the second game, 2-1, the Bisons stampeded over three opponents in a row. Loyal soccer fans were finding this hard to believe. This was more victories than the team had had in the entire 1966 season. They did lose games to West Chester, Pitt and Penn State, but finished up the year by beating Delaware 3-2 in a snowstorm.

With an 8-4 record, the soccermen had set a new single season record for most wins, breaking the old mark of seven in 1960. The Bisons were 6-2 in league play, good enough for third place in the Northern Division.

Sophomore lineman Bob Kline of Bel Air, Md. and junior co-captain Art Kurz of Mountainside, N. J. were selected on the MAC Northern Division All-Star First Team. For Kurz, it was his second nomination. Kurz was invaluable to the team as a defensive player in addition to scoring seven goals. His experience and knowledge had a steadying influence on the younger members of the squad.

Leading scorer on the team was sophomore center forward Dave Rath of Convent Station, N. J., with nine goals. Kurz was second, followed by sophomore Jon Apgar, Cranford, N. J., with five.

A fine team of experienced players will return to Coach Reynolds next season with only co-captain John Willett, Syosset, N. Y. graduating.

Havrilak's "Day"

Tuesday, November 28, was quite a day for Bucknell junior Sam Havrilak from Monessen. During the day the announcement came from the Middle Atlantic Conference headquarters that Havrilak had been named the MVP and first team quarterback on the All-League squad. He was only the second junior to receive the MVP award. The other was former Bison Tom Mitchell.

In the evening, the Bison eleven was honored at the annual Touchdown Club dinner at Swartz Hall and Havrilak was named captain of the 1968 gridiron squad. The 6-1, 185-pounder did everything for the Herd this year. He led the team in rushing, passing, total offense, punting and scoring. On two occasions in the Penn game, Coach Carroll Huntress inserted Sam into the game as a defensive back.

In addition to Havrilak, four other All-MAC choices and 12 seniors were honored by the Club. Bucknell members on the Conference first team were offensive tackle Paul Maczuzak, Ellsworth, selected for the third year in a row; offensive guard Dick Weaver, Kane; defensive end and captain Dick Kaufmann, Egg Harbor, N. J., his second selection; and defensive middle guard Bill Ludwig, McKees Rocks.

Charles C. Fries '09

Bucknell lost a most honored former teacher and dedicated alumnus with the death on December 8, 1967 of *Charles Carpenter Fries,* Ph.D. '09. Charles came to Bucknell from his hometown of Reading, Pennsylvania and earned the A.B. degree as valedictorian of his class in 1909, followed by the M.A. degree from Bucknell in 1911 and a Doctor of Philosophy degree from the University of Michigan in 1922.

He served as instructor, Assistant Professor and Professor of English at Bucknell until 1920 when he joined the staff at the University of Michigan. He retired after 31 years of service on the Michigan faculty during which time he had published more than 15 books. Following retirement he lectured in the Far East, London, Pakistan and at the University of Pennsylvania. Long a leader in many organizations concerned with the teaching of English, he is probably most famous for his effort in establishing and directing the English Language Institute, a program of teaching English as a foreign language to students coming to the United States for post-graduate education. Bucknell University has conducted an English Language Institute each summer on its campus for many years.

Charles is survived by his widow, the former *Agnes Carswell* '19 and five children.

Daniel A. Poling

The Rev. Dr. Daniel A. Poling, a leader in American Protestantism for over half a century and a member of the University's board of trustees since 1944, died suddenly on Wednesday, February 7. He was 83.

Recipient of an honorary Doctor of Divinity degree from Bucknell in 1946, Dr. Poling Tuesday evening addressed a dinner meeting sponsored by the Interfaith Chapel of the Four Chaplains. His son, Clark, a chaplain, was one of four clergymen who went down with the troop transport Dorchester after they had surrendered their life jackets to men who had none. The chapel is dedicated to the memory of these four heroic chaplains.

A vigorous activist who achieved success as a preacher, novelist, essayist, editor and foundation executive, Dr. Poling played a role in almost every major social and political struggle of this century.

During the election of 1912, at the age of 27, he campaigned in Ohio as a candidate for governor on the Prohibition ticket. Although too young to serve, even if elected, he received 47,000 votes and became a national leader of the Prohibition movement.

In the early years of radio broadcasting, he began a weekly program on the National Broadcasting Company network and developed a national following. As editor of the *Christian Herald* from 1925 to 1961, he brought that publication to national prominence.

"The whole United States is his parish," the playwright Robert Sherwood once said of him, yet his interests spanned the world. He worked and traveled in more than 50 countries in behalf of relief projects and Christian missions. At his death he was still president of Christian Herald Charities, which operates the famous Bowery Mission and other projects.

Dr. Poling was born on November 30, 1884, in Portland, Oregon, one of nine children of Charles C. Poling, a Dutch Reformed clergyman, and his wife, Savilla Ann, one of the first women evangelists in the West. As a youth he worked as a lumberjack, newspaperman, and a farmer. A six-foot, broad-shouldered physique helped him become a star fullback at Dallas College, from which he graduated at the top of his class. He did his theological work at Lafayette (Oregon) Seminary and Ohio State University.

His first parish was in Canton, Ohio. From 1923 to 1929 he was pastor of the Marble Collegiate Church, from which he resigned to serve abroad with the International Society of Christian Endeavor. During World War I Dr. Poling served in France with the U. S. Army and was severely gassed. After the war he stayed on to do relief and rehabilitation work.

In 1936 he became minister of the Baptist Temple in Philadelphia, a move that necessitated his becoming re-baptized as a Baptist.

Dr. Poling once said that the biography of Jesus could be summed up in five words: "He went about doing good." And he told an interviewer: "I believe the Gospel is first, personal and always social. The place of the church is not to change society, but to change men and women who will then do the changing of society."

During his more than two decades as a trustee of the University, Dr. Poling always found time in his busy schedule for service to Bucknell. A Patron of the University, he once said that he became interested in Bucknell as a young man through the great Christy Mathewson '02, "whose pitching prowess and Christian character are still well remembered and honored."

His survivors include a son, six daughters, 20 grandchildren and seven great-grandchildren.

A daughter, Mrs. Philip H. Roy, the former Treva M. Poling, is a member of the Class of 1943. Mr. Roy is a member of the Class of 1942. Two grandchildren are currently students at Bucknell, Philip C. Roy and Mrs. John J. Murphy, the former Sandra Roy, both members of the Class of 1969.

Killed in Vietnam

Another Bucknellian was lost in the Vietnam war with the death of Major A. Robert Toal '58 on Saturday night, January 6, 1968. Major Toal was killed during an ambush in the Mekong Delta area of Vietnam where he had been serving as adviser to the South Vietnamese Army. He was apparently riding in a jeep when the ambush occurred.

Bob had been a career Army officer and has served in Korea and in Berlin, where he met his wife, the former Annette Scholer, who survives, with his son, Thomas Robert, 16 months.

He is also survived by his mother, Mrs. Gertrude G. Toal, and two brothers, William R. Toal, Jr. '54, married to the former Lolita C. Bunnell '57, and John H. Toal, Esq. '60.

Club representatives covered wide range of subjects in several working sessions.

Sandy Sanger '44, president of Northern California Club.

Panel members, left to right, John P. Dunlop, dean of men; Mary Jane Stevenson, dean of women; Robert D. Hunter '49, V. P. of GAC, and Dean of Student Affairs John C. Hayward.

COUNCIL OF CLUB PRESIDENTS

One topic of discussion at January 27 sessions was the convocation to be held on campus May 3 and 4. Exploring topic in photo at left are, left to right, Ned Miller '53, president of Westchester, N. Y., Club, Mrs. Miller, Richard Klaber '55, president of Pittsburgh Club, Bill Weist '50, Alumnus editor, and Andrew Mathieson, president of General Alumni Association.

(SEE OTHER PHOTOS ON BACK COVER)

At left, Dr. Melvyn Woodward '53, associate director of Alumni relations, and James Pangburn '54, V. P. of GAC. At right, Howard Kulp '29, president of South Jersey Club, and Mrs. Kulp study programs.

RETURN REQUESTED

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BUCKNELL UNIVERSITY
LEWISBURG, PA. 17837

Above, left to right, Bryon LeCates '55, president of York Club, Ronald Pedrick '60, director of development, and Wayne Harrison '51, president of Harrisburg Club, discuss new programs.

President Charles Watts and John Hayward, dean of student affairs, chat with Earl Grose '44, new president of Baltimore Club, at right.

COUNCIL OF CLUB PRESIDENTS

In photo at left, Dr. J. Steele Gow, vice president for planning and development, at right outlines program for, left to right, Mrs. Douglas Burt, Douglas Burt '42 and Kenneth Bayless, Esq., '42, both members of the General Alumni Association board of directors.

Representatives of 31 Bucknell Clubs attended the two-day Council sessions on Friday and Saturday, January 26 and 27. Sixty per cent of the University's 23,000 Alumni were represented by the 38 Club officers who came to the campus for the second annual Council meeting as guests of the board of directors of The General Alumni Association.

(OTHER PHOTOS INSIDE BACK COVER)

Chief architects of the Council sessions were James Pangburn '54, vice president of the General Alumni Association, and Dr. Melvyn Woodward '53, associate director of Alumni relations. Improving club operations and examination of organizational structure were two items surveyed at sessions.

Photo at right, clockwise, Raymond Shaw '51, director of GAC; George Woodward '51, president of Columbus, Ohio, Club; and Albert Pursley '55, Sharon Club, share views on proposals made at sessions.

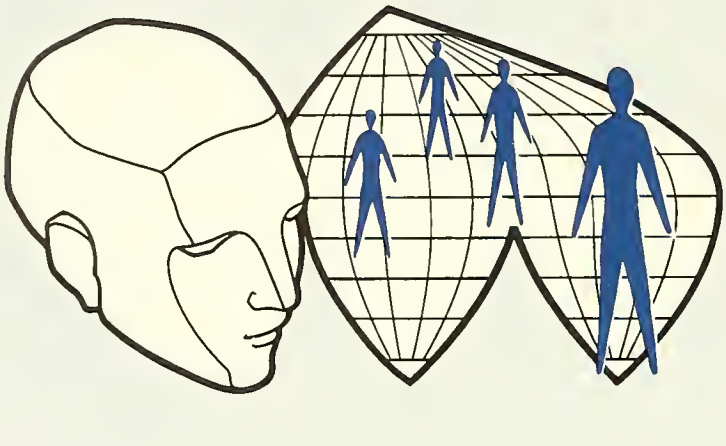
THE BUCKNELL ALUMNUS

July 1968

John H. 'Buck' Shott '22

THE MAN FOR ALL CLASSES

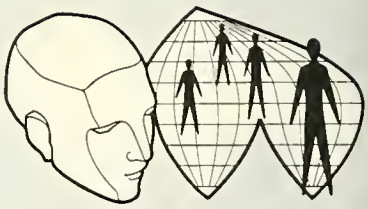
125th Anniversary Challenge Campaign



Objectives:

$7 Million — Buildings

$5 Million — Endowment



An objective of $12 million ha
been set for the 125th Anniversar
Challenge Campaign authorized b
the board of trustees at their Jun
meeting. In announcing the cam
paign, Dr. William R. White '26
H'59, chairman of the board, dis
closed that the total includes $7 mil
lion to be raised in the next 3
months to meet high priority build
ing needs and $5 million to be raise
by a concurrent effort, as soon as pos
sible, to meet endowment needs.

Announcement of the campaig
was a highlight of the annual Alumn
luncheon. In 1971 the Universit
will mark the 125th Anniversary o
its founding in 1846 as the 100th in
stitution of higher learning in Amer
ica.

Charles J. Kushell '27, a truste
who has accepted appointment a
national chairman of the Challeng
Campaign, told more than 1,10
Alumni at the luncheon that, as c
June 1, the University had receive
$2 million in advanced gifts an
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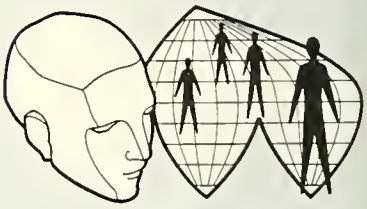
The $12 million objective is fiv



The Bucknell Alumnus

Vol. LIV, No. 1 *July, 1968*

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Editor—William B. Weist '50
Photos—Ralph Laird

National Chairman

Mr. Charles J. Kushell '27, at left, has accepted appointment by the board of trustees as national chairman of the 125th Anniversary Challenge Campaign.

times that of the Dual Development campaign which ended in 1962 with a total fund of $2,400,000. The $2 million already raised in the Challenge Campaign represents 83 percent of the amount raised in the last capital effort, Bucknell's largest to date.

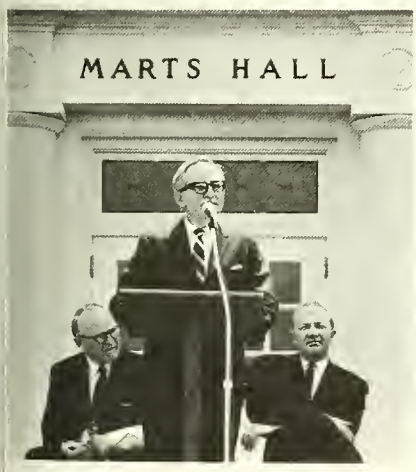
In his announcement, Dr. White stated that the Challenge Campaign was the first step in a long-range program to raise $33 million over the next ten years. He thanked the almost 2,500 alumni, parents and friends who had met in 72 areas throughout the United States in the past year to assist the Board in determining the objective of the campaign.

"The Board of Trustees," he said, "is not unmindful of what it is that we are asking of all Bucknellians. The Board is committed to the success of this campaign. It can be done. With your continued assistance we are confident that it will succeed."

President Charles H. Watts told the luncheon audience that the Challenge Campaign had received the early support of Dr. Arnaud C. Marts, president of Bucknell from 1935 to 1945. In conveying to the Alumni the greetings of Dr. Marts and his regret that he could not attend the luncheon, Dr. Watts reported: "Last Monday I received from Dr. Marts his expression of hope that the Challenge Campaign will receive the support of the entire Bucknell family. Accompanying the letter was a substantial six-figure gift from Dr. and Mrs. Marts, in the form of a life income agreement to be applied toward the endowment phase of the campaign."

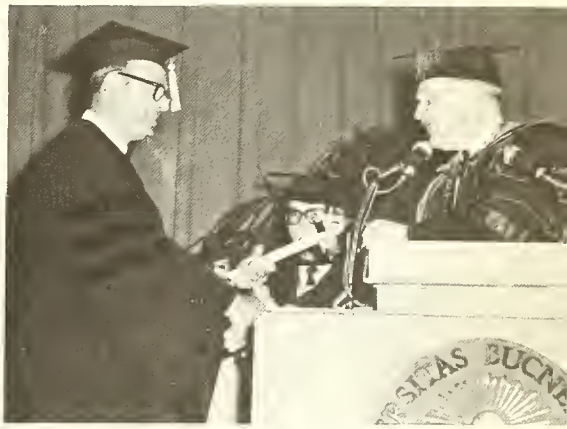
In commenting on the campaign objectives, Mr. Kushell acknowledged the fact that the announced figures are challenging ones. "This campaign," he said, "is a tribute to the vitality and strength of Bucknell. It is important because our continued success is important. I trust that you will join with me and my fellow trustees in the great work for the future of Bucknell."

The Challenge Campaign began June 1, 1968 and is planned to close on June 1, 1971 in the 125th year of the University's founding. Detailed plans for the campaign will be forthcoming in the immediate future.



Dr. C. Willard Smith, secretary of the faculty, speaks at dedication of Marts Hall, Saturday, June 1. In back are Dr. William R. White '26, left, and President Charles H. Watts.

Mr. John H. "Buck" Shott received a memento of his long service to Bucknell at Alumni luncheon. (See back cover and story on page 2.)



President Watts, who received an honorary doctor of law degree in June from the Dickinson School of Law, presents honorary doctor of science degree to Dr. Martin M. Cummings '41, director of the National Library of Medicine. Below, Dr. Kurt Manrodt, Jr. '39 receives Alumni Award for Service to his Fellow Men from James Pangburn '54, at right. Also honored were Neal S. Blaisdell '26, mayor of Honolulu, and Robert L. Cooley '36, Johnstown, N. Y. Dr. A. Guy Freas H'57 received the Bison Club Award for 1968.

A typical day at the desk begins for John H. "Buck" Shott '22.

He has been known for two decades and will be remembered for many more decades as

The Man for All Classes

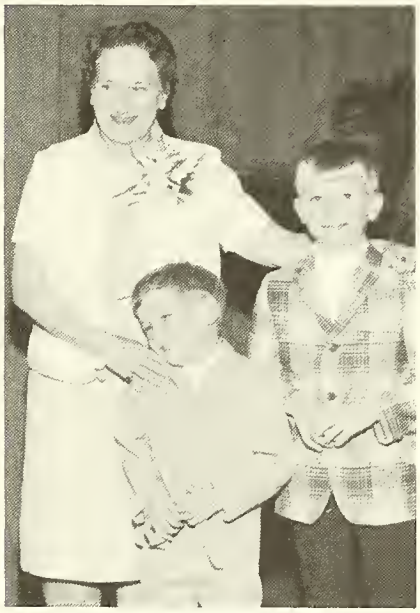
When Buck Shott '22 hits the road, he knows his destination and the shortest, or most scenic, or most Alumni-filled route.

For Buck is a man who lays advance plans, who thinks of details. He also is a fellow who developed a hobby of collecting road maps many years ago, and his knowledge of highways, thruways, bypasses, short-cuts, and scenic by-ways is almost as phenomenal as is his prodigious memory —a kind of human IBM programmed with the names of more than 23,000 Bucknell Alumni.

"The Hello Spirit" is how he characterizes the warm reception he always receives from Alumni on his frequent trips across the nation to visit Bucknell Clubs. Through his 18 years as Alumni Secretary, he has made many friends and, though his business is official, his visits are always personal — always sparked by some witty story or the evocation of some heartwarming memory sometimes gleaned from the whispering ivy (which many believe has a wiretap on the Alumni files).

Some of his friends jokingly accuse him of responsibility for "putting the Buck in Bucknell," and he does admit to some serious attempts to put some fun in past fund drives. But no one has ever accused him of lacking enthusiasm for Bucknell—an enthusiasm which has been abundantly evident every day since he began his duties at the University in 1950.

His constant companion through these years—an unofficial assistant editor of the *Alumnus*, researcher, typist, clerk, cook, hostess, and . . .



"Trix" Shott and her two grandchildren: Gregory, 9, at right, and Peter, 5.

is the gal Alumni learned to call Trix. Her real name is Beatrice and her husband fondly calls her "my bride of 43 years."

Buck and Trix have decided to study the Shott Collection of Road Maps just a bit more closely in the coming years while they go into partial retirement. Though he confesses that he has laid in a goodly store of pipe tobacco and has purchased a few choice briars, he will shed his title as Director of Alumni Relations to become a special consultant for the University's Challenge Campaign. He will still carry a full briefcase from office to home and back again, but he is handing direction of Alumni Affairs to Dr. Melvyn Woodward '53, who began his service as Director of Alumni Relations on July 1. Mel has been handling the associate's post for the past year.

"No one really replaces Buck. He's an institution all by himself," Mel stresses. "But we will try from today to match the accomplishments of the Buck Shott years in Alumni Relations at Bucknell."

Those Buck Shott years began in 1950. John Henry Shott came to the University after serving four years as administrative assistant to the superintendent of the Reading School District. He had served previously, from 1934 to 1946, as a teacher of business education in the Reading High School and as an instructor of accounting at Albright College. He also served for eight years as treasurer of a Reading business firm.

A native of Lebanon, he received his B.S. degree in economics and his M.S. degree in education from the University of Pennsylvania. He also completed one semester of studies at Bucknell in 1918, and is one of the most loyal members of the Class of 1922. A son, John H., Jr. is a loyal member of the Class of 1950, daugter-in-law Barbara Renninger Shott is a loyal member of the Class of 1955, and two grandsons are aspiring Bucknellians.

Already feted and honored by Alumni in Philadelphia and at the June 1 Reunion luncheon, Buck and Trix are enjoying a well-earned summer vacation. Both will be hard at work again next year, in a new job, but Buck still remains The Man for All Classes.

AROUND CAMPUS

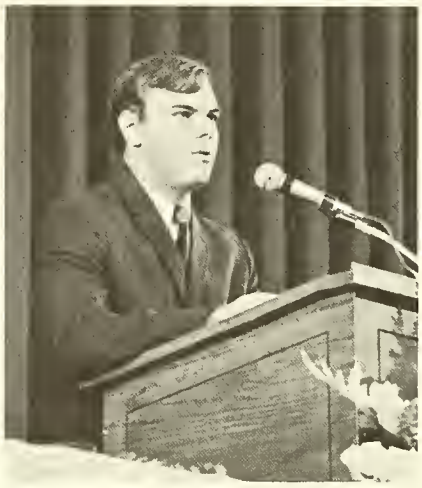
1968 Class Gift

The Class of 1968 is breaking new ground to initiate a Class Gift program which they hope will become a tradition at Bucknell. At press time, sixty-five percent of the class have pledged contributions of $3,952 per year in a program of investment which could yield a $50,000 gift to the University at their Tenth Reunion in 1978.

Under the direction of Reunion Gift Chairman William M. Reinhardt, the seniors examined traditional programs. They found that, as far back as 1865, graduating classes have presented the University with some token of appreciation for their years at Bucknell. The entrance gates at the foot of the Hill, lamp posts and benches across campus, many of the trees that beautify the landscape have been typical class gifts.

The Class of 1968, meditating the future, decided on a long-range investment program which they saw as of greater significance for the decades to come. They realized that virtually all of the assets of the University have come from gifts of Alumni, parents and friends and that tuition fees cover only slightly more than 80 percent of the direct educational costs concurred by Bucknell each year. The balance of these funds have been made up through income from endowment and current gifts to the University.

With these two thoughts in mind, the Class has decided to set up an investment program into which members will be asked to make small yearly contributions. In this manner the Class of 1968 will be able to foster and maintain its identity and at the same time lay the ground-work for the presentation to the University of a significant gift at some future reunion.



William M. Reinhardt, president of the Class of 1968, explains class gift at Alumni luncheon.

The original monies which come from the Senior Class Treasurer and all future contributions from class members will be invested in two Mutual Funds — Enterprise Fund and Oppenheimer Fund. All capital gains and dividends will be continually reinvested in the fund until a Reunion, no sooner than the 10th nor later than the 25th. Prior to the Reunion at which the gift will be presented to Bucknell, all participating class members will be given an opportunity to vote on how the money should be designated.

An organization made up of Senior Class members was set up to visit with and explain the Senior Class Reunion Gift Program to all members of the Class of 1968. To date 78 percent of those who have been asked to participate in this program have agreed to do so and have signed a pledge. Currently, a follow-up campaign is being conducted to contact the 93 Seniors who have not yet responded.

The investment committee was chaired by John T. Willis, who also served as vice chairman for Independent Men, and included as members Gerald M. Lichen, Marilyn C. Olson and Judson C. Porter. Louise A. Powell headed the publicity committee assisted by F. Roger Ketcham, J. Phillip Sheesley, Dorothy Stelzenmuller and Wendelyn Wakeman. Mary Roberts served as vice chairlady for Sorority Women and Judith Kerr headed the drive among Independent Women. P. George Benson serves as vice chairman for fraternity men and fund captains included Scott C. Noble, Mark F. Vetter, and David P. Wolper.

At this time, 327 Seniors have pledged $3,952 per year toward this outstanding program. This represents approximately 65 percent of the Class. When these yearly contributions are added to the original investment of approximately $2500, past performance would indicate that a gift in excess of $50,000 at the 10th reunion is well in their reach.

New Trustees

Jay P. Mathias '35, Lewisburg, was elected by Alumni vote to a five-year term on the University's board of trustees. He replaces Dr. Charles I. Fox '31, Vandergrift.

President of the Bison Club since 1953, Jay is active in a variety of other Bucknell activities. He is president of the JPM Company, Lewisburg, and is chairman of the board of directors of the Evangelical Community Hospital.

Mr. Siegfried Weis, Sunbury president of Weis Markets, Inc., also was named to the board of trustees

A *magna cum laude* graduate of Yale University, Mr. Weis is a life-sponsor of the Kauffman Library, Sunbury, a director of the Sunbury Community Hospital and is presently serving as chairman of the leadership gifts committee of the Geisinger Medical Center.

Re-elected to the board were Dr. Arthur L. Brandon M.A. '27, Dr. Detlev Bronk H'57, William R. White '26, H'59, and E. Wallace Wilkinson '29. Dr. White was also re-elected chairman of the board, Robert L. Rooke '13, H'51, was re-elected secretary, and John F. Zeller III '41 was re-elected assistant secretary.

Appointed Editor

Dr. Mills F. Edgerton, professor of Spanish and chairman of the newly created department of modern languages, literatures and linguistics at Bucknell University, has been appointed editor of the "Report of the Working Committees" of the Northeast Conference on the Teaching of Foreign Languages.

The Northeast Conference is the largest and most distinguished conference in the world dealing with the teaching of foreign languages and the "Reports" are read by language teachers throughout the world.

A member of the Bucknell faculty since 1960, Dr. Edgerton received a bachelor of arts degree from the University of Connecticut and master of arts and Ph.D. degrees from Princeton University.

Bucknellian Editor Gains National Honor

Lawrence B. Baker '70, editor-in-chief of *The Bucknellian*, the weekly student newspaper at Bucknell University, has been named a prize winner in the annual nationwide contest sponsored by Pi Delta Epsilon, national journalism fraternity.

A former sports editor on the newspaper, Baker won second place in the sports writing category for a column written following Bucknell's 13-8 football loss to Temple last fall. Entries were judged by George Ross, sports editor of the Oakland (Calif.) Tribune.

Dr. W. Norwood Lowry '22, at right, receives award from Sigma Pi Sigma, national science fraternity, from Jonathan Wells '69. Award recognizes Dr. Lowry's 20 years of service to the group, of which he is a charter member.

Announce Retirement

Two distinguished members of the Bucknell University faculty, Dr. W. Norwood Lowry '22, professor of physics, and Dr. Wayne E. Manning, professor of botany, retired with emeritus rank at the end of the 1967-68 academic year. Both men have been feted by colleagues, former students and friends for their many contributions to their disciplines and to the University.

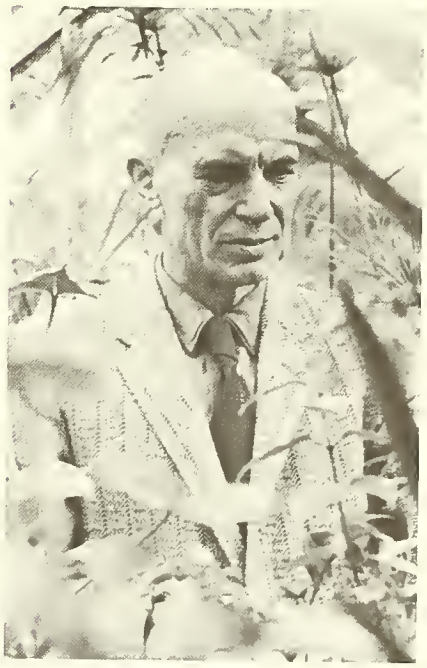
Dr. Lowry received his B.S. degree in electrical engineering with distinction, *cum laude*, and his Ph.D. from Cornell in 1929. He was appointed instructor in physics at Bucknell in 1923. He became a full professor in 1945 and served as chairman of the department of physics for 17 years, from 1942 to 1959. Listed in *Who's Who in America* and in *American Men of Science*, he is the recipient of several scientific honors.

His many friends have established the W. N. Lowry Prize in Physics at Bucknell, to be awarded to the outstanding student in that field.

Dr. Manning joined the faculty in 1945, having previously taught at Smith College, the University of Illinois, and at Cornell where he received his Ph.D. degree in 1926.

A recognized authority on the walnut family, Dr. Manning published more than 30 scholarly papers in journals in Europe and America concerned with his research in botany. Listed in *American Men of Science*, Dr. Manning also contributed articles to the *Encyclopedia of the Biological Sciences*.

During the past 25 years, Dr. Manning has held semi-annual open houses at the University greenhouse, attracting flower lovers from a wide area. He has also lectured widely on flora before business, civic and professional groups.



Dr. Wayne E. Manning in the University greenhouse.

Instructional Grant

Bucknell University has received a $40,000 grant from the U. S. Office of Education for training college teachers in the use of modern educational media.

Administered by Dr. Hugh F. McKeegan, associate professor of education, the grant will enable Bucknell to hold in August a three-week institute for "Faculty Development in the Use of Educational Media to Individualize Instruction in Small Colleges."

The institute, which is open to 30 faculty members from colleges in central Penna., will be supplemented by five two-day sessions during the 1968-69 academic year. Applications are limited to teachers of biology, education, music, philosophy, physics and psychology.

The primary objective of the institute is to develop among teams of participants in selected disciplines a systematic approach to the improvement of instruction. This includes instructional theory, curriculum design and analysis, and continual evaluation of the instructional process.

The two-day meetings during the academic year will be used to review the work of the participants in their home institutions and to provide help in surmounting difficulties encountered in implementing the ideas developed during the summer session.

Instructors for the summer institute will be Dr. McKeegan; Arthur Reardon, director of learning resources at Lock Haven State College; Dr. J. William Moore, professor and chairman of the department of education at Bucknell; and Dr. William Goodwin, director of Project SESAME and assistant professor of education at Bucknell.

Bucknell faculty members who will serve as advisers to teams in various disciplines include Dr. Robert Artman, professor and chairman of the department of physics; Dr. Hulda Magalhaes, professor of zoology; Dr. Michael Santulli, assistant professor of philosophy; and Dr. Wendell Smith, professor and chairman of the department of psychology.

The grant to Bucknell is one of 41 made to colleges and universities in 26 states, Puerto Rico and the District of Columbia under Title VI-B of the Higher Education Act of 1965 which is designed to increase the ability of faculty personnel in the use of educational media for higher education.

Honor Prof. Gold

The 1968 edition of *L'Agenda* is dedicated to John S. Gold '18, professor of mathematics and a member of the University faculty for 48 years.

Brenda M. Crouthamel, *L'Agenda* editor, said: "The great enthusiasm Mr. Gold imparts to his work is reflected in the admiration of his students . . . He is always ready to talk with students and happy to help them with their problems."

Prof. John S. Gold '18

Professor Gold has been teaching mathematics and astronomy here since 1929 and is the senior member of the faculty.

The *L'Agenda* staff believes that during Gold's years at the University he has worked consistently for the best interests of both his students and colleagues and that as president of the campus chapter of Sigma Xi, honorary mathematics fraternity, he contributed much to the advancement of his profession.

Prior to moving from Lewisburg to the Gold family home in Muncy R. D. 3, he took a leading role in the religious and civic work in the community of Lewisburg.

Professor Gold received the Lindback Award for distinguished teaching last June. During the winter of that year Pi Mu Epsilon, national honorary mathematics fraternity, presented him the Mac Duffee Award for distinguished service to the organization.

Twice Weekly

The Student-Faculty Congress has voted to allot *The Bucknellian* an additional $4,500 to publish twice weekly, beginning next fall.

Lawrence Baker, editor-in-chief of the newspaper, explained to the Congress that a semi-weekly newspaper would enable *The Bucknellian* to provide broader, more up-to-date coverage of campus events and highlight key items of national interest.

Semi-weekly publication will involve a four-page paper every Tuesday, and from four to eight pages every Friday.

An additional $800 was given to WVBU for the purchase of new equipment for their FM studio.

Bucknell Parents

The Bucknell Parents Board held its spring meeting Friday, May 3 at the Forest Brown Conference Center.

Newly elected officers for the coming year were announced by outgoing president Dr. Max Bechtold and include president, Lloyd R. Graham; president elect, Hans Aron; vice president, Charles Murrah; and secretary-treasurer, Mrs. Arthur Single.

Additional class representatives elected were Karl Soller '69; Richard Werner '70; George McGee '70; and Jack Brucker, Richard Carter, Mrs. Ross Houston, and John Young '71.

Funds were appropriated for expenditures in the following areas: Forest Brown Conference Center for expansion of facilities, $5,000; Bucknell Library Fund for special volumes not budgeted from other sources, $1,000; additional funding for undergraduate research projects for 1968-69 academic year, $1,000; continuation of lecture series on drug addiction, $400.

Sabbatical Leaves

Sabbatical leaves for all or part of the 1968-69 academic year have been granted to 10 members of the faculty.

Leaves for the full year have been approved for Dr. John W. Anderson, assistant professor of economics; Dr. Harry R. Garvin, professor of English, and Dr. T. Tucker Orbison, assistant professor of English.

Scheduled to go on leave during the second semester are Dr. Owen T. Anderson, associate professor of physics; Dr. James A. Gathings, professor of political science; William D. McRae, Jr., professor of music; Dr. Richard P. Nickelsen, professor of geology; and Dr. Emil J. Polak, professor of mathematics and astronomy.

Dr. Douglas H. Orrok, professor of French, will take a sabbatical leave during the first semester and Dr. Mildred A. Martin, professor of English, has been approved for leave for one semester.

Their plans are as follows: Dr. John Anderson, study in Japan, his work to involve an analysis of the impact of the Japanese cultural environment upon that nation's industrial relations system.

Dr. Owen Anderson, to work on the first draft of textbook on *Wave Physics* and to visit leading companies working in applied physics as part of an effort to update courses in electric measurements and physical basis of electronics.

Professor Garvin, research and writing in the area of *The Novel and Aesthetics*. Dr. Gathings, travel and work at the Library Congress.

Miss Martin, work on a book entitled *A Critical Bibliography of Books and Articles in English Relating to T. S. Eliot,* and Professor McRae to hear and inspect European organs and to do some composition in Europe and in this country.

Dr. Nickelsen, to continue his study of fossil distortion and rock deformation in the Appalachian plateau in Pennsylvania.

Professor Orbison, research in England on the Renaissance dramatist, John Ford. Dr. Orrok will pursue his research on the 17th century French painter, Nicolas Poussin, in Europe.

Dr. Polak, chairman of the department of mathematics, to pursue a specific problem related to the internal structure of stars and to establish investigative procedures for this study which will permit him to assign senior students future work on this problem.

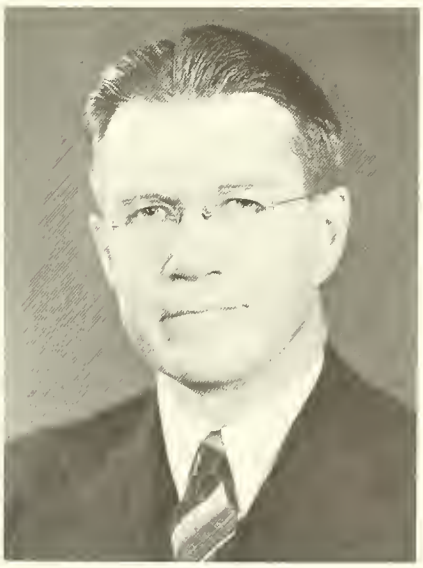
In addition to the sabbatical leaves, a leave of absence for the first semester was approved for Dr. J. Charles Jones, professor of education. He will combine teaching with research in New Zealand where he will be visiting professor at Victoria University.

Award Made to Dr. Sauvain

Dr. Walter H. Sauvain, veteran professor of education at Bucknell University, has been awarded the Brother Azarias Memorial Plaque for 1968 by the Pennsylvania Association of Liberal Arts Colleges for the Advancement of Teaching.

Given for "outstanding contribution to teacher education in Pennsylvania," the plaque was presented to Dr. Sauvain at a dinner held recently in Harrisburg.

Over the past 10 years the Bucknell educator has served as president of three Pennsylvania educational organizations. They include the Pennsylvania Association for Higher Education, the Pennsylvania Association of Liberal Arts Colleges for the Advancement of Teaching, and the Pennsylvania Institutional Teacher Placement Association.



Dr. Walter H. Sauvain

Dr. Sauvain joined the Bucknell faculty in 1936. At one time he served as chairman of the department of education and during the academic year of 1940-41 was acting registrar at the University.

Each year he supervised the placement of Bucknell's more than 100 elementary and secondary education majors in schools in the surrounding area for their practice teaching assignments.

Pollution Study

Administrator of a one-year grant of $42,285 from the Pennsylvania Department of Highways and the Highway Research Board, a division of the U. S. Department of Transportation, Larry M. Younkin, assistant professor of civil engineering, heads a four-man team working on the project entitled "Prediction of Water Quality Change in a Stream Due to Highway Construction."

The group, which also includes Robert A. Gardner, professor of civil engineering, Robert M. Hippenstiel, a Bucknell graduate student from Orangeville, Pa., and a full-time technician, has installed rain gages and stream gaging stations in a local drainage basin in its effort to measure the amount of sediment entering a stream due to highway construction, and to verify the general prediction method for water quality being developed.

The research project, begun last fall, is expected to continue over the next several years.

Bucknell Research Grant

A $24,000 research contract has been awarded to Dr. Jai B. Kim, assistant professor of civil engineering at Bucknell University, for the study of "Lateral Stability in Piles in Pile Groups."

The research, which involves the study of theoretical aspects of buckling behavior of piles when placed in groups to support the loads acting on bridge piers or abutments, is being sponsored jointly by the Pennsylvania Department of Highways and the U. S. Department of Transportation.

The World of Sports

By DAVID P. WOHLHUETER
Sports Information Director

Coach Brad Tufts, standing at right, led his Bison golfers to another winning season in 1968. The linksmen include, front, left to right, Co-captain-elect Bob Gray '69; Captain Bob Kotz '68; and Co-captain-elect Bob Cheek '69; in back, John Petura '68, Ken Solar '70, George Benson '68, Al Edwards '69 and Coach Tufts. Bob Miller '68 and Wayne Copes '68 were missing when photo was taken.

Top Golf Season

When the 1968 golf season began, Bucknell Golf Coach Brad Tufts was optimistic of his team's chances for the coming season. He should have been, because he had eight veterans returning from a team that finished 10-2 in dual matches and won the Middle Atlantic Conference championship. Tufts was also cautious, as he expected many of the Bisons' opponents to be stronger than they had been the year before.

Well, the Herd dropped its first match of the season to Penn State and then proceeded to win 11 in a row over Juniata, Lehigh, Gettysburg, Elizabethtown, Rutgers, Albright, F & M, Colgate, Lafayette, Pitt and Susquehanna. Winning 11 established a new Bucknell record for most victories in one season. At the MAC championships, the Bisons fired a 36-hole total of 639 and lost by one stroke to Temple's 638.

Tufts said, "Our overall depth was the key to the season. Sure, Bob Kotz, Bob Cheek and Bob Gray played fine golf at the top, but it was veterans like Bob Miller and George Benson playing at five and six that made us real tough. John Petura, New Canaan, Conn. senior, played number seven against Colgate and Pitt and won both times and Al Edwards, Saegertown, won in the number seven slot at Rutgers in a match we won, 4-3."

Tufts went on, "We're going to miss Kotz at number one. He hit the long ball and was a wonderful competitor." The Bucknell captain from Yardley finished the season with a 10-2 mark. Cheek, Pittsburgh junior, was 8-4 at number two and Gray, Harrisburg junior, 9-3 in the number three slot. Sophomore Ken Solar, Glen Rock, N. J., played number four and finished 9-2. Miller, York senior, was 9-3 and Benson, Lewisburg senior, was 7-3. Senior Wayne Copes, Drexel Hill, was 0-2 and senior Greg Helsel, Morristown, N. J. was 1-1.

The Bisons also competed in the Indiana (Pa.) University Invitational and finished third behind the host school and Penn State.

On the Track

By winning its last two meets of the year, Bucknell's varsity track team completed the season with a 3-5 record, bettering the 1-8 mark of a year ago. The Bisons defeated Juniata, Gettysburg and Susquehanna and lost to Albright, F & M, Lehigh, Lafayette, and Delaware.

Coach Craig Reynolds had a young team and a number of sophomores put in outstanding performances for the Orange and Blue. Steve Turner, Kane, broke his own record in three consecutive meets in the pole vault, going over the bar at a height of 13-1.

Sophomore George Garbutt, Huntingdon Valley, broke his own record in the shot put with a toss of 49-11½. Another first-year varsity man, Bob Oberst, Potsdam, N. Y., set a new record in the triple jump with a leap of 43-1¼. Gary Metzger, sophomore from Cogan Station, ran a new mark in the 880-yard run with a time of 1:58.1.

The 440-yard relay team of Wayne Walters of Kingston, John Scott of Bloomfield, Conn., Jim Eley of Pompton Plains, N. J., and Evan Davis of Conshohocken established a new Bucknell record in a time of :44.8.

Other outstanding performers for the Bisons were Dick Wood, Succasunna, N. J., who took three firsts in the 120-yard high hurdles, two in the high jump and one in the 440-yard run, and Howard Gardner, Garden City, N. Y., with four first-place finishes in the discus.

Leading Hitter

Bill Ewlaj of Bound Brook, N. J. led the Bucknell baseball team in five offensive categories. The 6-1, 175-pound junior topped the squad in batting with a .288 mark, runs with 13 hits with 17 and 12 R. B. I.'s. The right-handed hitting shortstop also led the club in home runs with four.

Randy Ruger, Baltimore, Md., and Wade Webster, Timonium, Md., hit the most doubles with two apiece and Frank Arentowicz, Dover, N. J., had the most triples with two.

In the pitching department, right hander Arentowicz had an earned run average of 4.00 for 18 innings, followed by right hander Dave Vassar, Brunswick, Me., with a 4.67 ERA for 26 and 2/3 frames.

The Bisons were 0-8 in the Middle Atlantic Conference and 0-15 overall. They had a doubleheader with Juniata rained out.

Leader In Lacrosse

Jim McKee of Timonium, Md. and Jim Morris of New York City were the leading scorers on Bucknell's first varsity lacrosse team. The Bisons of Coach Sid Jamieson completed their initial season of varsity competition with a 6-3 record, plus a victory in an exhibition game with the Pittsburgh Lacrosse Club.

Both McKee and Morris are attackmen. McKee, elected co-captain for next year, scored 25 goals and five assists for 30 points. Morris, a sophomore, contributed 11 goals and was the team's top playmaker with 19 assists for his 30 markers. Captain Ed Farver, Middletown, N. J. and also next year's co-captain, was third in the scoring parade with 24 goals and five assists for 29 points.

One of the team's outstanding performers was goalie Jim Reese, Norwalk, Conn. In nine games, the 5-11, 173-pound junior made 134 saves and allowed 63 goals. A hockey net tender in the winter, Reese possesses cat-like reflexes and uses his body as well as his stick to make saves. Coach Jamieson said, "Jimmy made some fantastic saves this year. Twice against Lebanon Valley he stopped breakaway potential scorers. He really gained experience and came on strong at the end of the season." Reese allowed the opposition just nine goals in the final four games and capped this outstanding performance with a shutout in the last contest against F & M.

The Bisons defeated Villanova, Ithaca, Dickinson, Lafayette, Lebanon Valley, and F & M, while losing to Penn State, C. W. Post and Baltimore Junior College.

Post season honors have been received by some of the Herd. The Penn-Del League All-Star Team was announced and McKee and Farver brought home first team honors. Named to the second team were Reese and Morris and defenseman Roger Tollefsen, Brooklyn, N. Y., one of the two seniors on the Bucknell squad, received honorable mention.

Magic Net Number

The numeral "4" was the magic number throughout the 1968 tennis season for the Bucknell team. The Bisons won their first *four* matches defeating American, Elizabethtown, Lycoming and Pitt. Then they lost *four* in a row to Penn State, Lafayette, Lehigh and Colgate, but reverted to early season form to take the last *four* against Susquehanna, Juniata, Upsala and Rutgers.

Coach Hank Peters sent five men to the Eastern Intercollegiates at Colgate University in Hamilton, N. Y. on June 3. In the varsity competition, Wheeler Neff of Wilmington, Del.; Captain Dave Gordon of Mount Vernon, N. Y.; Mark Poses, of Rye, N. Y. and Myles Cooley of Longmeadow, Mass. played for the Herd. Freshman Alex Anderson of Sands Point, N. Y. also competed.

During the regular season, in 72 singles matches, the Bisons won 47. Undefeated at number six singles was sophomore Dave Rath, Convent Station, N. J., with five victories. Number five player Cooley was 10-1, Neff and Poses were both 8-4, number four player Sam Ross, Lawrence, N. Y. was 7-5 and Gordon was 6-6. Joe Horowitz, West Hartford, Conn., played at number five and six and won three and lost three. Juniors Phil Lawes, Rumson, N. J. and Barry McGlincy, Paulsboro, N. J. each lost one match.

In doubles competition, Bucknell won 22 out of 35 matches. The doubles teams with the best records were Ross and Rath, and Rath and Lawes both with 3-0 marks.

Other members of the team that played were Bob Hilles, Philadelphia, Clay Miller, Terrance Park, O. and Gil Panitz, Pikesville, Md.

Pro Grid Aide

One of the most successful high school football coaches in the Baltimore, Md., area, George B. Young, Jr. '52, has been named assistant personnel director for the Baltimore Colts.

Co-captain of the 1951 Bison football team, George was named to the 1951 All-East first team for his outstanding play as a lineman. He tried out with the Dallas Texans of the National Football League in 1952 before being named head grid coach at Calvert High School, Baltimore, his alma mater. He piloted Calvert Hall to a Maryland Scholastic Association Conference football title and two Catholic League titles during his three-year tenure there.

In 1959, George became head grid coach at City College, one of Baltimore's largest high schools. During his eight seasons there, his grid team compiled an impressive 60-11-5 record, capturing five Maryland Scholastic Association Conference titles and taking the runner-up spot in the other three seasons.

This is not George's first assignment with the Colts. For the 1968 pro football draft, George studied films of college players and evaluated seniors who were eligible for the draft.

A member of Phi Lambda Theta fraternity, George majored in history at Bucknell. He resides at 1000 East Joppa Rd., Apt. 411, Towson, Md.

HOMECOMING

Saturday, October 26

Bisons vs. Lafayette

The late John C. Hostetter '08 won many honors for his part in helping develop

The Glass Giant of Palomar

The only Kentucky Colonel who could boast a glass sword, the late John Clyde Hostetter '08 achieved international fame as a glass technologist.

Before his death on April 2, 1962, John had been showered with awards by universities and professional societies for his contributions to science. Among these was the Howard N. Potts Medal of the Franklin Institute for the role he played in producing the 200-inch mirror of the world's largest telescope at Mount Palomar. A dramatic reconstruction of that memorable achievement can be found in David O. Woodbury's book, *The Glass Giant of Palomar* (Dodd, Mead and Co., 1939), a condensed version of this appearing in the February 1939 issue of *Reader's Digest*.

When that feat of "engineering genius" occurred, John Hostetter was serving as director of research and development for the Corning Glass Works, a post he assumed in 1930 and filled until 1937. He had joined Corning in 1919 as manager of its Steuben Division, becoming assistant to the vice president (1922-24), manager of its Rhode Island Division (1924-28) and manager of its bulb and tubing department (1928-30). For two years he directed the monumental task of casting 20 tons of glass for the 200-inch Hale telescope. In later years he predicted that a 1300-inch lens was within the range of scientific capability and that such a lens would be capable of pinpointing small objects on the surface of the moon.

The late John C. Hostetter '08

Born in Williamsport, Pa., on February 18, 1886, he received bachelor (1908) and master of science degrees (1909) in chemical engineering and a chemical engineering degree (1930) from Bucknell. He did post-graduate work at the University of Chicago and was awarded honorary doctorate of science degrees by Bucknell (1936) and by Alfred University (1937).

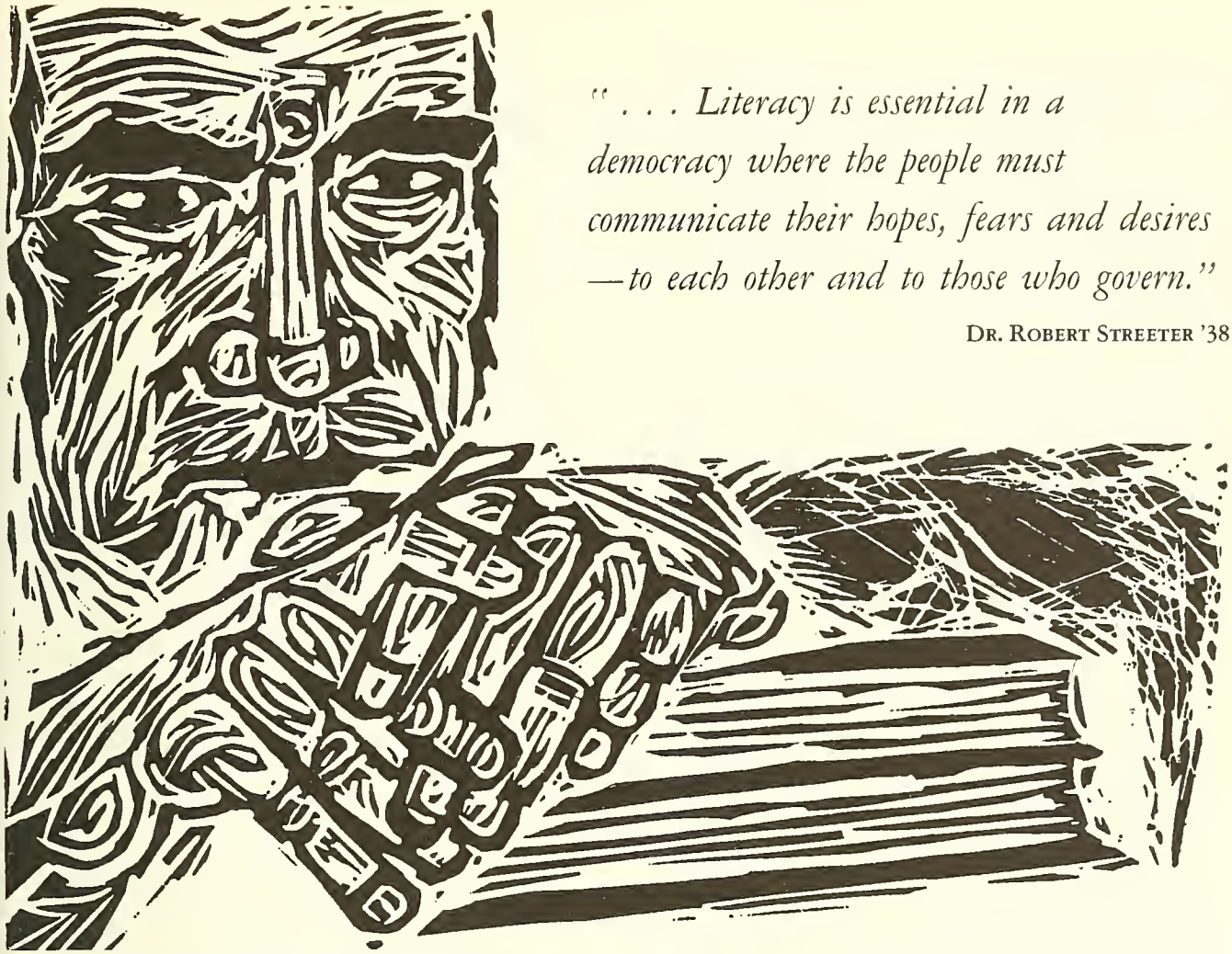
He began his career as an instructor of chemistry at Bucknell, 1908-10. He later joined the U. S. Bureau of Standards as a chemist, 1910-12, and served from 1912-1919 as a physical chemist with the Geophysical Laboratory of Carnegie Institute, Washington, D. C.

Following completion of the Palomar project, he was appointed vice president and director of research for the Hartford-Empire Co., 1937-43, and later served as president of the Mississippi Glass Co., 1944-49, and as chairman of the board of directors, Welsh Refractories Corporation, 1944-50. He retired in 1950 to take up residence in Winter Park, Fla.

The first results of his research were published by the U. S. Bureau of Standards in 1911 and more than 50 technical research papers were to follow. This work gained international attention and he was elected a Fellow of the British Society of Glass Technology, Councilor of the International Union of Chemistry and a member of the Deutschen Glastechnischen Gesellschaft. Among his many other awards was the Bleininger Medal of the American Ceramic Society—he was the third recipient—and the Pennsylvania Ambassador Medal.

He was married to the former Ida May Fischer, who died February 11, 1958, and is survived by a son, John Robert '34, who attended Bucknell for two years. Robert has been a member of William Bucknell Associates for the past two years.

Mr. Hostetter's contributions to Bucknell were manifold. He was elected to the board of trustees in 1939 and is a patron of the University. Two of his gifts to the University include the major segment of his technical library on the science of glass and the special glass covering for the original charter granted to the University at Lewisburg.



" . . . Literacy is essential in a democracy where the people must communicate their hopes, fears and desires —to each other and to those who govern."

DR. ROBERT STREETER '38

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On Being A Humanist

THE results of the endeavors of physicists, sociologists, chemists, biologists, or psychologists may perturb many people, but everyone appears to know how scientists go about their tasks and what makes them tick. And the social value of science, for the most part, goes unquestioned.

But a humanist, what does he do? What are his interests and concerns? What value do the humanities have for society?

The questions are not new. The conflicting philosophical positions and views on the subject even find their way into the rhetoric of the *Congressional Record*. But the answers to the questions remain vital concerns of education in an emerging social structure where time allotments for subject study must be made early and may structure the lifetime pattern of learning.

A distinguished scholar and Bucknell Alumnus views himself and his colleagues as professional humanists. We asked him to assess the role of the humanities and their significance for today and for the future.

Dr. Robert Streeter '38 is dean of the Division of the Humanities at the University of Chicago and a trustee of Bucknell University. He was nominated by Alumni for the trustee post in 1966. Earlier, in 1960, the University awarded him an honorary doctor of humane letters degree.

A staff writer at the University of Chicago, Sam King, once described this scholar's habitat with these words:

> "Streeter, a pipe smoker, lives with art and books in a gothic office, identified as Classics 13, in the southwest corner crenellated structure of the Quadrangle on the Midway.
>
> "On the large white wall in front of his desk hangs a nine-by-twelve-foot 17th century Flemish tapsetry depicting a scene from Greek

mythology. Another wall is covered with bookcases. The window and door bear the gothic imprint in the arched shapes."

Author, scholar and professor of English, Bob received his M.A. and Ph.D. from Northwestern, after graduating with *summa cum laude* honors from Bucknell. He joined the University of Chicago faculty in 1947. From 1954 to 1958, he was dean of the College of the University.

THIS is something of the man—something of the background he brings to the question: What is the role of the humanist in our society?

DR. STREETER: "Those of us who are professional humanists—by that I mean persons who teach the humanities or are engaged in the various disciplines of the humanities—are really engaged in an effort to develop a kind of knowledge and insight that will help people to understand, to admire, and to enjoy the most distinguished works of man's humanistic achievement—his poems, his plays, his art, his music.

"This knowledge and insight have several manifestations. For one thing, the humanists provide the young people—and the older ones, too—with the tools of communication to make our feelings and insights known to one another in a literate manner.

"This literacy is essential in a democracy where the people must communicate their hopes, fears and desires—to each other and to those who govern.

"It is also essential to provide the people of this nation and, of course, all nations, because the humanistic disciplines are universal, with a capability of enjoying the mature pleasures of life—music, art, literature.

"This, then, is the justification for the existence of the humanist in our society today, if, indeed, he needs a justification. Parenthetically, let me observe that I dislike the idea which sometimes is applied to the humanist—the idea that he is a sort of genteel, elderly aunt. There rests upon the humanist a continuing obligation to make clear what he is doing and why. And what he is doing is of the very essence of life.

"Let me put this another way, if I may. The framers of the Declaration of Independence were very wise men. The Declaration of Independence states that every American is entitled to Life, Liberty, and the Pursuit of Happiness.

"There are important present-day implications from these three goals. The scientist is responsible for enriching the material possibilities of life. The social scientist is concerned with maintaining liberty within the political framework of our society.

"And, the 'pursuit of happiness' is the responsible goal of the humanist."

DOES the humanist in our society need any other justification for his existence?

DR. STREETER: "I think not.

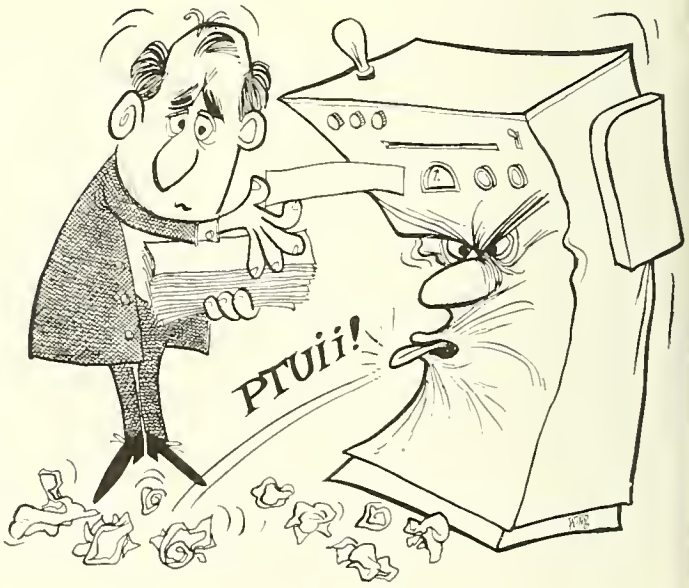
"If the humanist in our society can help us to carry on, even in a small measure, the 'pursuit of happiness,' then I think he has made a contribution to a society which is worth living in.

"But, the humanist in our society has other functions as well. In a special sense, the humanities, more than any other field, are the custodians of the tribal memory. And a responsible memory of what man has achieved is, of course, essential for civilized life.

"And, by this preservation of the tribal memory—the preservation of what has been good and not so good in our society—the humanist also has provided us with a standard of excellence, of the kind of intellectual and artistic achievement which mankind has been capable of throughout its history.

"This is an important obligation to keep in front of society. The humanist has to be willing to recognize and to identify excellence whenever and wherever he encounters it.

"This applies to life generally, as well as in education. The teacher of seventh graders must be able to read an essay by one of her pupils and say 'this is not good' or 'this is excellent.'



"As an educator, the humanist, whether a teacher of seventh graders or of candidates for the doctoral degree, must be able to read, hear or see a work of humanistic endeavor—a book, music, or art—and be able to bring to bear the standards which have been established by our culture over the centuries. . . .

"There is a conflict in the academic community today between the sciences and the humanities in their battle for the affections of the young student.

"The real danger from the current emphasis on the physical and biological sciences—as opposed to the humanities—is the very attractive elephantiasis of these sciences.

"Some youngsters will become professional humanists regardless of the attractions of the sciences. But it stands to reason that this sort of imbalance—the strong emphasis in our modern society on the sciences—produces a shrinkage in the number of people who want to go into the humanities."

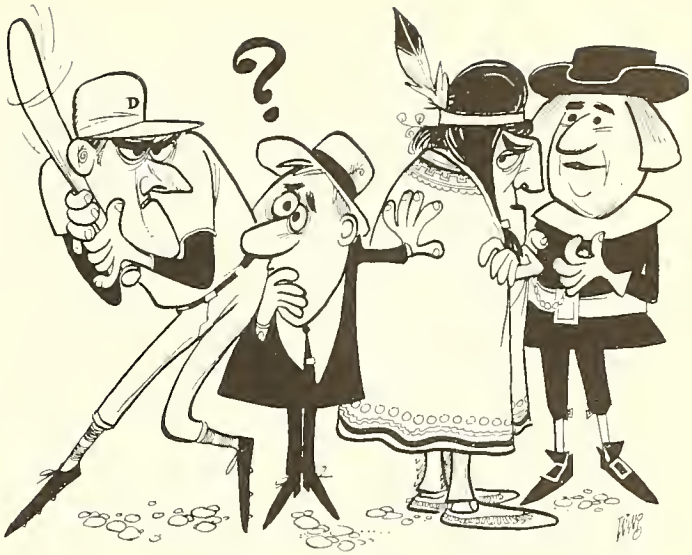
WHAT about career choices on the undergraduate and graduate levels—in terms of the societal emphasis on science?

DR. STREETER: "Let's think for a moment about the student who faces a career cross-road and who in terms of intrinsic interest may be equally drawn to the sciences and the humanities. This youngster may well be attracted to the sciences because of the early good income, the solid career line and even, if you will, a kind of social standing in the community which he believes is imparted by being a scientist.

"If this imbalance persists over a couple of decades, the consequences will be poor teachers in the fields of humanistic communciation, literature and language, at all levels, from the elementary school to the university."

Aside from the formal side of study in the humanities, how do you see the future of what we might call "humanistic concerns?"

DR. STREETER: "Let me emphasize that we are all humanists. Like the Molière character who was surprised to learn that he had been speaking prose all his life, we all engage in humanistic actions, and exercise humanistic judgment, a dozen times a day. When you advise an associate to tone down a letter and try a little tact in the final paragraph, you are practicing the art of rhetoric. Your private theory of history, of the way one human action leads to another, will influence the way you behave in a committee meeting. When you decorated



your home, when you deplored the desecration of the countryside, when you preferred the way Joe DiMaggio caught a fly ball to the way Babe Herman tried to catch a fly ball, you were acting as a catch-as-catch-can aesthetician. Broadly considered, then, the humanities are the systematic study of whatever man, on this great globe, has done and suffered, thought and said, created and enjoyed. And the purpose of humanistic education is to enable all of us, not just the next generation of schoolteachers and museum curators, to act and to judge with greater wisdom and compassion, and with fuller acceptance and enjoyment of our situation as human beings. We can't help being human, the saying runs. The theory of humanistic education is that it helps, positively, to know what it means today, and what it has meant throughout history, to be human.

"From this view of the humanities it follows that I am not disposed to join the doomsayers who prophesy the imminent disappearance of humanistic concerns in a burgeoning technological culture. As long as man retains such characteristically human traits as the ability to reflect, to sympathize, and to be curious, he will remain, willy-nilly, a humanist. It is worth noting that the outstanding modern anti-Utopian fantasies, Aldous Huxley's *Brave New World* and George Orwell's *1984*, although they all describe a life barren of humanistic interests, also deal with a life which is no longer quite recognizably human. If we persist in our humanity, we shall perforce remain humanists. This is not to deny that there are forces in our present-day society which diminish the quality of our humanistic education and culture. To say that we are all humanists does not mean that we are all as good humanists as we might be: to work towards this higher goal requires thought, and imagination, and time, and, yes, money.

"Nor do I wish to imply the existence of a deeply-rooted, ineradicable opposition between the humanities and the sciences. I do not for a moment believe that the humanities constitute the exclusive natural habitat of intellectual and moral values, with a capital V, while scientists concern themselves only with techniques, operations, and methods. Nothing is more tedious and more tendentious than a professor of art who, still nursing the rancors of sophomore zoology in which he had to memorize the names of the bones of the body of a fish, deplores the grubbiness of the scientific soul. After all, we have all known professors of literature who approached Shakespeare's *Othello* with the same insight and gusto they would give to the racier parts of the *World Almanac*. And, if we have been lucky, we have known teachers of mathematics who made our growing familiarity with that discipline an experience of imaginative delight and awareness. To pretend that the serious study of the sciences does not support such important values as precision in observation and statement, sober respect for truth, and imaginative speculation is to be worse than dishonest—it is to be fatuous. To describe the splendid intellectual structures which scientists have created since the sixteenth century as if they were claptrap affairs hammered together by mean-spirited technicians is to be a bad humanist: it is historically false and morally unworthy. There is a case to be made for the humanities, but it cannot be made by belaboring a straw man—or, perhaps I should say, a Tin Woodman."

ONE final point: It could be argued that most great works of art—paintings, poems, books, symphonies—were created by people who were not professors. They were fashioned by men speaking to other men. Why does a middle man have to get into the act? Why should society support a humanistic scholarly establishment?

DR. STREETER: "This is a serious question, which can be answered in several ways. If we believe we need teachers in the humanities, some of them will insist on being scholars, and to keep them teaching happily we shall have to indulge their scholarly whims. Or we might say that, in a society where every important impulse seems to aspire to institutionalization, it would be surprising if the humanities, also, did not seek strength and survival in the same socially-approved way. Neither of these is a very satisfactory answer. The most telling argument in support of the work of the humanistic scholar lies in the relationship of this work to the vitality of our common culture. It is simply true that, without humanistic scholarship, the arts of creation, performance, and appreciation, as we know them, would not exist.

"Take, for example, Shakespeare. It is easy to poke fun at the Shakespearean scholarly industry which, over the past four centuries, has grown up around the three-dozen plays written by this actor-playwright who 'had little Latin and less Greek.' It is easy to do so, but mistaken, since the Shakespeare we delight to honor is, in an important sense, the creation of generations of scholars—textual editors, bibliographers, critics — who have not only fashioned today's reading and acting texts from Elizabethan printed sources, but have also shaped our understanding of the plays by their books and essays. Similarly, it is generally agreed that the nineteenth-century scholarly editing of Bach's music—a staggering task which was fifty years in the doing and required forty-six volumes for publication—was an immensely fructifying influence upon the creative work of composers. We would not possess the ancient Greek and Roman writings, even for reading in translation, had it not been for the devoted labors of Italian humanists in the fourteenth and fifteenth centuries. In my own field, American literature, the efforts of scholars have effected a fundamental revaluation within the past thirty years—elevating the position of Thoreau, Melville, Hawthorne, and Henry James, and thus changing radically the shape and dimensions of our own literary landscape. In summary, it is difficult to conceive of a living and interesting culture which does not have, as one of its important elements, a vigorous and imaginative humanistic scholarship. At the very least we can say that no civilization has yet attempted the experiment of having one without the other. Paternity is primary, productive, and pleasant, but obstetricians are important people too."

Dr. Robert Streeter '38

" . . . To say that poetry is a necessity for all men is not to declare that everybody reads it; nor that anyone buys it. It is to say, simply, that men need it . . . "

THE NECESSITY OF POETRY

By Dr. C. Willard Smith
John P. Crozer Professor of English Literature

THANK you, President Watts; and in expressing my pleasure, let me say quite simply that as teachers we try, and, in moments such as this, discover ourselves to be human,—sufficiently, at least, to be unable to pretend that we do not enjoy the gift of public recognition for what we privately hope may, from time to time, have been achieved. To their Committee and to the Class of 1956, the founders of this lectureship, I give my word of profound appreciation and thanks.

It is understandable, I imagine, that a teacher of English should hold a belief in the necessity of poetry, or, perhaps it would be better to say, in the necessity of the particular poems he has been able, increasingly, to possess. For such poems or poetry, he is likely to claim generative powers of illumination, and even to think that Percy Bysshe Shelley had a point when he said in his *A Defense of Poetry* that "poets are the unacknowledged legislators of the world;" that "poetry in a more restricted sense expresses those arrangements in language, and especially metrical language, which are created by that imperial faculty whose throne is curtained within the invisible nature of man."

EDITOR'S NOTE: This lecture was delivered on the evening of October 24, 1967, in the Vaughan Auditorium on the occasion of the annual presentation to a member of the Faculty of the award of the "Class of 1956 Lectureship" in recognition of inspirational teaching. President Charles H. Watts, II, of Bucknell University introduced Professor Smith and formally presented him this award.

Keyed up by such enthusiasms, and by having on rare occasions heard poetry operate to produce silence in the classroom, the teacher goes on to assume that poetry may be a necessity for all men, no matter what their several intellectual or professional commitments may be. To hold such an opinion, based, as it is, upon what must seem to be airy nothings to all right thinking men in an age of technological triumphs and managerial marvels,—to hold such an opinion, in the face of a resistance that sees in poetry no political significance or commercial value whatsoever, may seem to be utterly self-defeating. However, to say that poetry is a necessity for all men is not to declare that everybody reads it; nor that anyone buys it. It is to say, simply, that men need it.

AS children not many of us did anything, immediately, to resist poetry; *that* came later; we responded to it automatically: to nursery rhymes; to "Little Orphant Annie" who warned us of the "Gobble-uns" that would "git" us "ef" we didn't watch out; to "Wynken, Blynken, and Nod;" to " 'Twas the night before Christmas . . . ;" then, through the generations, to "James James/Morrison Morrison/Weatherby George Dupree," or to the King who, as he slid down the banisters, said:

Nobody,
My darling,
Could call me
A fussy man—
BUT
I do like a little bit of butter to my bread!

and more recently to the rhymes of John Ciardi, to the tongue-twisting teasers of Dr. Seuss, the "chicken soup with rice" of Maurice Sendak (with illustrations), and to "The Space-Child's Mother Goose," by Frederick Winsor:

Little Bo-Peep
Has lost her sheep.
The radar has failed to find them.
They'll all, face to face,
Meet in Parallel Space,
Preceding their leaders behind them.

But as time went on, in school (and here I can only surmise that the experiences of later generations of scholars may have been similar to ours) some of the original pleasure was diminished. Poetry seemed to be getting a little bit solemn and elderly. There was good, old Abou Ben Adhem, whose tribe, we hoped, might increase, who "Awoke one night from a deep dream of peace;" and Rabbi Ben Ezra who wanted us to get on with it and grow old along with him. Then, in "A Psalm of Life," we learned that life was real, life was earnest, and the grave was not its goal. That reassured us somewhat, for we knew we were being morally edified. But we were also becoming a little uneasy; some of the fun was going out of poetry. Meanwhile, staring at us from the school-room walls were large lithographs of heavily bearded worthies—Longfellow, Bryant, Tennyson—none of whom, apparently, had ever been young, although one of them, it was said, at the age of seventeen had written a poem about death. Later we saw portraits of Byron, Shelley, and Keats. They were younger, but one, whose very name was certain to engender in genteel school mistresses a sort of moist hush, had written something about a blithe spirit, who, or which, seemed to be beyond our reach; far too lovely!

THEN there was memorization, the battle against which has almost been won,—it being assumed that students now-a-days are better off with minds freed from the clutter of recollected refrains, or, one might add, from the burden of known historical facts. But many of *us* were required to memorize poems, one reason being, one may suspect, that to the moral edification of poetry might be added a reminder of its pragmatic advantage. Lines of poems (and they sometimes do) would come to mind to sustain us in moments of later frustration. Things like:

Avanut! and quit my sight! Let the earth hide thee!
Thy bones are marrowless, thy blood is cold;
Thou hast no speculation in those eyes
Which thou dost glare with.

(MACBETH, III, iv, 93-96)

Be not the first by whom the new are tried,
Nor yet the last to lay the old aside.

(Alexander Pope, ESSAY ON CRITICISM, II, 135-136)

Woodman, spare that tree!
Touch not a single bow!
In youth it sheltered me,
And I'll protect it now.

(George Pope Morris, WOODMAN, SPARE THAT TREE)

Come one, come all! This rock shall fly
From its firm base as soon as I.

(Sir Walter Scott, THE LADY OF THE LAKE, V, St. 10)

"Shoot, if you must, this old gray head,
But spare your country's flag," she said.

(John Greenleaf Whittier, BARBARA FRIETCHIE)

I must confess that I have never been able, in a departmental or faculty meeting, to draw much moral or pragmatic reassurance from a poem, great stretches of it, that my colleagues and I in the first grade memorized even before we had learned to read, and under the unusual linguistic circumstances automatically composed by our dialectal environment. Hence it is necessary for me to read ten lines from *Hiawatha,* with a marked Pennsylvania "Dutch" pronunciation:

By the shores of Gitche Gumee,
By the shining Big-Sea-Water,
Stood the Wigwam of Nokomis,
Daughter of the Moon, Nokomis.
Dark behind it rose the forest,
Rose the black and gloomy pine trees
Rose the firs with cones upon them:
Bright before it beat the water,
Beat the clear and sunny water,
Beat the shining Big-Sea-Water.

(Henry Wadsworth Longfellow, HIAWATHA, III, 64-73)

We managed it collectively, choral reading at its best, with utter enjoyment; we were "in there" rocking and rolling. And somehow, for all its apparent uselessness, I should regret being separated from this well remembered piece of dialectal transmogrification.

In other grades with other poems there were some things that for a more important reason needed to be remembered:

It was one by the village clock,
When he galloped into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he passed,
And the meetinghouse windows, blank and bare,
Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees
And felt the breath of the morning breeze
Blowing over the meadows brown.

(Henry Wadsworth Longfellow,
PAUL REVERE'S RIDE, 93-106)

MY necessity, to some extent satisfied by these lines, was, I expect, for someone good with words, a poet who could make them go in a pattern that would take one rhythmically through the whole story, pointing out along the way a number of things that were and *are* important: the gilded weathercock, swimming in the moonlight; the glaring, meetinghouse windows; the twitter of birds; and the morning breeze blowing over the brown meadows. I was not now being forced to memorize but invited to discover something I didn't want to forget. I wasn't really looking, I suppose, for

what is called "the meaning" of the poem, nor for its moral or pragmatic values, but for the good way things could be said,—or even, it now seems, for details in the pattern.

If, indeed, our earlier experiences with poetry may have been haphazard, contradictory, half willing, half reluctant; and if poetry itself seemed at times to be tarnished with elderly points of view, there was, nevertheless, the chance, always, that we might be caught unaware in the unexpected pleasure of a magical phrase. Even poems memorized under the pressure of assignment did lead sometimes to later revelation. If at any time we tried of our own volition to involve ourselves in the discovery or possession of a poem, we found ourselves engaged increasingly in a process much like the one we reserved for looking at pictures, often the same ones over and over, or in listening again to the music we liked best. And when we made these observations, we wanted to remember them for their own sake, and for the words.

As we grew older our necessity became, essentially, a need for utterance,—for the words that would give an articulated shape to what otherwise might have remained a formless inner silence; not necessarily (although for other reasons we needed them too) for words of tightly logical or definitive explanation, like *photosynthesis* and *paralambdacism,* with which the poet has only incidental business, but for the words and phrases that surprised us with their authenticity, their power not only to release us from private confusion, but also, more and more, to invite us to share as much as we could of the larger vision of poets. For these words were shaped (according to Shelley) by the poet's imperial faculty to create arrangements in language, especially metrical language, that gave uncommon expression to the least common but universal possibilities in the nature of man. They moved into the silence:

Words move, music moves
Only in time; . . .
. . . Words, after speech, reach
Into the silence.

(T. S. Eliot, FOUR QUARTETS, "Burnt Norton," V)

Time and bell have buried the day,
The black cloud carries the sun away.
Will the sunflower turn to us, will the clematis
Stray down, bend to us; tendril and spray . . .

(T. S. Eliot, FOUR QUARTETS, "Burnt Norton," IV)

Mean while the Mind, from pleasures less,
Withdraws into it happiness:
The Mind, that Ocean where each kind
Does streight its own resemblance find;
Yet it creates transcending these,
Far other Worlds and other Seas;
Annihilating all that's made
To a green Thought in a green Shade.

(Andrew Marvell, THE GARDEN, Stanza VI)

Be not afeard: the isle is full of noises,
Sounds and sweet airs, that give delight and hurt not.
Sometimes a thousand twangling instruments
Will hum about mine ears; and sometime voices
That, if I then had wak'd after long sleep,
Will make me sleep again: and then, in dreaming,
The clouds methought would open and show riches
Ready to drop upon me: that, when I wak'd
I cried to dream again.

(THE TEMPEST, III, ii, 146-155)

It is a beauteous evening calm and free,
The holy time is quiet as a Nun
Breathless with adoration; the broad sun
Is sinking down in its tranquility;

(William Wordsworth, SONNET)

As a bathtub lined with white porcelain
When the hot water gives out or goes tepid,
So is the slow cooling of our chivalrous passion,
O my much praised but-not-altogether-satisfactory lady.

(Ezra Pound, THE BATH TUB)

Then flashed the living lightning from her eyes,
And screams of horror rend th' affrighted skies.
Not louder shrieks to pitying Heav'n are cast,
When husbands, or when lapdogs breathe their last . . .

(Alexander Pope, THE RAPE OF THE LOCK, III, 155-158)

He that has and a little tiny wit,
With a hey, ho, the wind and the rain,
Must make content with his fortunes fit,
For the rain it raineth every day.

(KING LEAR, III, ii, 74-77, the Fool's song)

Rain, sun, and rain! and the free blossom blows:
Sun, rain, and sun! and where he is who knows?
From the great deep to the great deep he goes.

(Alfred Tennyson, IDYLLS OF THE KING, "The Coming of Arthur")

As the hart panteth after the waterbrooks,
so panteth my soul after thee, O God.

(PSALM XLII)

then I know for real that hell is a siren
ululating its forever instant of begin and end
through the now of perpetual night,
and heaven—heaven is just the just word justly breathed
across an eternal silence.

(Printed with the permission of the author, John S. Wheatcroft, ELEGY FOR A PHONOLOGIST . . . , lines 21-26)

BUT the words, phrases, or stanzas isolated, lifted from the patterns to which they belong, have less than full power. Those of you who remember the poems, from which I have extracted them, think, feel, or do your best to reconstruct the whole pattern, the whole poem, instantly. There is a perfect pentameter line in the last act of *King Lear* that any of us might have written,—*the word,* we know (because we have the rest of the play to draw from), is exactly right. I say *the word* because the whole line is made up of a repetition of one word: "Never, never, never, never, never!" (*King Lear,* V, iii, 310). We might try to work up this speech dramatically or theatrically by itself, but its full force derives from its setting within a grand design, in the pattern of a tragedy.

What is so remarkable about all of these words is that they do not anaesthetize or stretch out the thought or feeling into a final rigidity. They move, and move us to the verge of our own imagination, and transport us beyond the commonplace or conventional modes of looking at our possible existence. In this condition we become capable of a resurrection of the ultimate demand for the whole life of the mind. There is often a price to pay; for the poet is not content to contemplate merely the simple beauty of the weathercock swimming in the moonlight, but restless, even, to penetrate the crushing absurdity of man's terror, of King Lear's anguished "never."

I have picked up this idea, in part, from a poem by Matthew Arnold called "The Buried Life." Its verses seem to me less stylish than others Arnold has produced, but its "argument," if the idea of poetry be momentarily substituted for Arnold's conception of love, makes my point. Here is a part of it:

Fate, which foresaw
How frivolous a baby man would be—
By what distractions he would be possessed,
How he would pour himself in every strife

* * * * * *

And well-nigh change his own identity—
[Fate] Bade through the deep recesses of our breast
The unregarded river of our life
Pursue with indiscernible flow its way;
And that we should not see
The buried stream, and seem to be
Eddying at large in blind uncertainty,
Though driving on with it eternally.

But often, in the world's most crowded streets,
But often, in the din of strife,
There rises an unspeakable desire
After the knowledge of our buried life;
A thirst to spend our fire and restless force
In tracking out our true, original course;
A longing to inquire
Into the mystery of this heart which beats
So wild, so deep in us—to know
Whence our lives come and where they go.

It is in this way that the poet may legislate; not in

the invention of legalistic formulations but in the discovery of the laws of our buried lives. So with an odd juxtaposition of overly excited modesty and regal self-assurance Shelley could say in "To a Skylark":

Better than all measures
Of delightful sound,
Better than all treasures
That in books are found,
Thy skill to poet were, thou scorner of the ground!

Teach me half the gladness
That thy brain must know,
Such harmonious madness
From my lips would flow
The world should listen then, as I am listening now.

II

THE necessity of poetry is one thing for us and another for the poet. He composes, I suspect, rarely for himself alone and must therefore be both writer and reader. Undoubtedly he possesses the special gift of words and consequently holds an advantage over us. In unguarded moments he may say that it's all very easy, to paraphrase a few lines from Robert Browning: one's mind simply beats up into a rhythm and the rhymes begin to flow. Most of us know, however, that it is difficult enough to produce plain prose and, as a consequence, we are sure that the making of a poem is much more than happening to hear a good beat, although *that* experience is mysteriously important and essential, the foundation, perhaps, of the total pattern or design that the poet must create.

For the reliability of remarks such as these, I must rely upon my experience as a teacher and as a reader of poetry, upon the analysis of astute critics, upon the confessions of poets, and, although it may shock you to know it, upon my own experience as a poet. My works are divided into two periods, referred to as *the early poetry* and *the later poetry*. I was born in 1899. The dates of my early period are July 4th to July 16th, 1924; and of the later period, 1963 to the present. During the first period I produced one sonnet, now mercifully lost, in which I was admittedly pretty fancy, full of fake renaissance imagery and capable of inserting an old word, *drave* for drove (which the Elizabethans, from whom I had borrowed it, may have pronounced [drav], or [drav] and of which I was rather proud. It was a Shakespearean and, at the same time, a practical sonnet; for the next year the poet was married, and within one week, with *epithalamia* still ringing in their ears, he and his bride had removed to Lewisburg, Pennsylvania, not far from the rich lands at the great forks of the Susquehanna that had once been the locus of pantisocratic dreams. During the second period the firm foundations of a second sonnet have been produced. This one is still in the process (Heraclitian rather than existential) of becoming. In it I take my stand for order, pattern, and design in poetry.

It is not very good as yet; it sounds a little like part of a lecture; *this* lecture, in fact; for when completed it will say in fourteen lines all that I shall have been saying this evening in paraphrase. And *that*, it seems to me, is the important result of the search for form, pattern, governance, call it what you will: the achievement of a concentrated resolution or of a resolved concentration. It is the search for and the creation of form that separates the rhymster from the poet. One takes the easy way out; the other, the poet, must overcome the rigorous demands of a total form, live with it, accept its discipline, find the way for it to become the illuminating structure of his creation. Form makes war upon diffusion; it undergrids the necessity that every word must count. It is the alembic that shows whether or not the poet's original impulse is good enough to survive, and worth the trouble; it is the artifice, the liberating instrument, that finally sets the poet free. It is, in Conrad Aiken's poem, "Portrait of a Girl," "the shape of the leaf:"

This is the shape of the leaf and this of the flower
And this the pale bole of the tree
Which watches its bough in a pool of unwavering water
In a land we never shall see.

The thrush on the bough is silent, the dew falls softly,
In the evening is hardly a sound . . .
And the three beautiful pilgrims who come here together
Touch lightly the dust of the ground.

Touch it with feet that trouble the dust but as wings do,
Come shyly together, are still,
Like dancers who wait in the pause of the music, for music
The exquisite silence to fill . . .

This is the thought of the first, and this of the second,
And this the grave thought of the third:
"Linger we thus for a moment, palely expectant,
And silence will end, and the bird
"Sing the pure phrase, sweet phrase, clear phrase in the twilight
To fill the blue bell of the world;
And we who on music so leaflike have drifted together,
Leaflike apart shall be whirled

"Into what but the beauty of silence, silence forever? . . ."
. . . This is the shape of the tree,
And the flower and the leaf, and the three pale beautiful pilgrims:
This is what you are to me.

It is the poet's artifice, the form, according to Wallace Stevens, in his "The Idea of Order at Key West," that creates a world:

It was her voice that made
The sky acutest at its vanishing.
She measured to the hour its solitude.
She was the single artificer of the world
In which she sang. And when she sang, the sea,
Whatever self it had, became the self
That was her song, for she was maker. Then we,
As we beheld her striding there alone,
Knew that there never was a world for her
Except the one she sang, and, singing, made.

IT matters little, and *much*, whether the pattern within which the poet has determined to do his work be traditional or contemporary; one of his own invention, or the modification of a design borrowed from an admired master. The point is that it must serve as the restraining force, the enemy of an overly excited explosion. The questions are always: Do the words work; do they move freely within the pattern; can they stay alive? Can the finished poem look, sound, and forever *be* spontaneous?

For example, what ever possessed Robert Browning to write one of his most famous dramatic monologues in pentameter couplets? Let me read the first ten lines of "My Last Duchess" with unforgivable emphasis upon the mechanics of rhyming:

That's my last Duchess painted on the wall,
Looking as if she were alive, I call
That piece a wonder, now: Frá Pandolf's hands
Worked busily a day, and there she stands.
Will't please you sit and look at her? I said
'Frá Pandolf' by design, for never read
Strangers like you that pictured countenance,
The depth of passion of its earnest glance,
But to myself they turned (since none puts by
The curtain I have drawn for you but I)

We all know, of course, that these lines, as I have read them, are precisely what Browning did *not* write, although all the words are his. The name of the game in this instance is contrapuntal rhythm: the sinuous flow of an elegant and subtle persuasion set against and undergirded by the rigidity of a determined calculation; the hard lines of the couplet, never quite lost, under the superimposed movement of a sophisticated and seemingly casual conversation. If the reader is going to win, it is because he can manage both rhythms at once, the over- and under-heard movements of the speaker's mind and personality; for it is the Duke, the cool connoisseur, who is talking and who emerges from the monologue as a dramatic fiction. Browning's rhymes are not inserted to produce a jingle but to tighten a structure which in itself is a revelation of the Duke.

Mr. Eliot has written a monologue called "The Love Song of J. Alfred Prufrock," but in a pattern far different from the one we have been looking at. Browning's "My Last Duchess" *ends* with these lines:

Nay, we'll go
Together down, sir. Notice Neptune, though,
Taming a sea-horse, thought a rarity,
Which Claus of Innsbruck cast in bronze for me!

"We'll go together down, sir." Eliot's "Prufrock" begins:

Let us go then, you and I, . . .
When the evening is spread out against the sky . . .

There is never any suggestion that we shall be expected to identify either the Duke or the Count's emissary as Robert Browning; but there are good reasons and supporting commentary to suggest that both the "you" and "I" of "Prufrock" are somehow very much a part of T. S. Eliot. Far from being dramatic in the traditionally theatrical sense of that term, Eliot's monologue is composed according to a less confining and "plotless" conception of drama now in the process of more definitive realization; furthermore, it is essentially lyric (a love song), meditative, elegiac, and internal; it is involute in design rather than sinuously linear, as Browning's monologue is; it moves in upon itself instead of following the clearly "plotted" procedure of a predetermined persuasion; in its end is its beginning. Eliot uses couplets when he needs them, but in no sense can he allow the couplet, or any other standard verse form, to become the basic pattern of his design.

TWO poems come to mind, both monologues, with which I would rather compare "Prufrock" than with Browning's "My Last Duchess:" a very old poem called "The Seafarer" and one better known, by Matthew Arnold, "Dover Beach." I suppose it is the beauty of the sea-imagery in all three that suggests the comparison, but it is also the sense of becoming involved in the recurrent surge of reiterated thought and feeling, of Prufrock's presumptions and withdrawals at the verge of life, of the seafarer's memory of an overwhelming commitment, of the waves on Dover Beach that

Begin and cease, and then again begin
With tremulous cadence slow, and bring
The eternal note of sadness in.

And now, if *I* may presume, perhaps indecently, I shall try to show what I mean by taking the liberty of rearranging parts of "The Love Song of J. Alfred Prufrock," hoping thereby to prove that even by this method I shall not be able to accomplish a destruction of the poem. I shall read certain lines in sequence selected almost at random from pages 11, 14, 15, 13, 17, and 14 of the 1930 edition of Mr. Eliot's *Collected Poems*, all of them, of course, from "Prufrock":

p. 11 *Let us go then, you and I,*
When the evening is spread out against the sky
Like a patient etherised upon a table;
Let us go, through certain half-deserted streets,

p. 14 *And watch . . . the smoke that rises from the pipes*
Of lonely men in shirt-sleeves, leaning out of windows.

p. 15 *. . . I have seen the Eternal Footman hold my coat and snicker,*
I have seen the moment of my greatness flicker,
And in short I was afraid.

p. 13 *So how should I presume?*
Beneath the music from a farther room [;]
I know the voices with a dying fall [,]

p. 17 *I have heard the mermaids singing each to each* [;]
I do not think that they will sing to me.

p. 14 *I should have been a pair of ragged claws*
Scuttling across the floors of silent seas.

And so we might go on, capriciously rearranging the parts of the poem, reading sometimes up the page rather than down, but never, in fear of accomplishing a complete demolition. The unity of the poem is sustained by its tone, its elegiac and dramatic lyricism, and by its interassociative patterns of imagery into an involute sequence to sustain a re-sounding conclusion.

Sometime you may have a day you don't know what to do with. (Or, if the dislocated preposition offends, you may imitate Mr. Churchill and say a day "up with which you cannot put.") If so, spend it in contemplation of "The Seafarer", "Dover Beach", and "Prufrock". Try reading them backwards, forwards, up and down the pages. You will be rewarded, I think, with a new, though conceivably incomplete, vision of the mystery form and of the marvels of poetic design.

AND now three sonnets, which I persent with permission of only one of the authors, and copies of which I have assumed you have in your hands. With them you can help me make my next point.

No. 116

SHAKESPEARE

Let me not to the marriage of true minds
Admit impediments. Love is not love
Which alters when it alteration finds,
Or bends with the remover to remove.
O, no! it is an ever-fixed mark,
That looks on Tempests and is never shaken;
It is the star to every wand'ring bark,
Whose worth's unknown, although his height be taken.
Love's not Time's fool, though rosy lips and cheeks
Within his bending sickle's compass come;
Love alters not with his brief hours and weeks,
But bears it out even to the edge of doom.
If this be error, and upon me prov'd,
I never writ, nor no man ever lov'd.

THE SHEAVES

ROBINSON

Where long the shadows of the wind had rolled,
Green wheat was yielding to the change assigned;
And as by some vast magic undivined
The world was turning slowly into gold.
Like nothing that was ever bought or sold
It waited there, the body and the mind;
And with a mighty meaning of a kind
That tells the more the more it is not told.
So in a land where all days are not fair,
Fair days went on till on another day
A thousand golden sheaves were lying there,
Shining and still, but not for long to stay—
As if a thousand girls with golden hair
Might rise where they slept and go away.

SONNET

WHEATCROFT

I know an old crone only found near places
where man-made things have begun to return
to the earth: rock foundations of ruined bridges;
timbers of antique barns collapsed and rotted
away; harrows, plows and threshers abandoned
on the land and rusted to umber. And once inside
a plot of father long ago had cleared
and tended all his life, now almost field
again, I watched her kneel and scratch the bramble
back from a slab of wuthered stone, then peer
as searching out some legend gnawed on earth's tomb
by wind's tooth. Fisting one hand she looked
as though to knock, but slowly rose without,
and scuffed her way across November fields.
(Printed with the permission of John S. Wheatcroft from his collection of poems DEATH OF A CLOWN, *1964, p. 31)*

Of the three, Robinson's is the one most nearly like a song; Shakespeare's, a compelling argument, and Wheatcroft's a questioning meditation into the mystery of time. Robinson's is Petrachan in structure; Shakespeare's, Shakespearean, what else? and Wheatcroft's, up-side-down Petrachan, a sequence of six and eight lines instead of eight and six. Each sonnet produces its own distinctive tone: Robinson's an enchantment, Shakespeare's the sinewy strength of an unanswerable conviction, and Wheatcroft's the sound of an imaginative speculation.

I am interested especially, for the purposes of *my* argument in the sonnet about the old crone. At first, conventional glance something seems to be wrong with it.

Some things are still right enough. If one is careful with the rhythmic structure, especially of the third line, the poem scans; it has fourteen lines; and the imagery is secure. But the rhymes are not in place. They are there, but not at the ends of the lines. Why?

a know — ago — though
b crone — stone
c near — peer
d rock — knock
e away — way
f abandoned — land and
g land — hand
h again — then
i harrows — rose

more than enough for a Shakespearean sonnet, if one simply moved them to the ends of the lines where, traditionally, they belong. For a Petrachan sonnet one would need one more *a* rhyme, two *b*'s, one *c*, and one *d*; the *e*'s, *f*'s, and *g*'s could be thrown away. Why all this apparent distortion? Well, if one is working to produce not only the description but also the expression of a disintegration in time, of rock foundations returning to the earth, of man-made things and feelings abandoned to the gnawing tooth of the wind, why not, consciously and deliberately, require the old foundations of the sonnet to give way in paradoxical support, turn the Petrachan pattern upside down, and allow the Shakespearean rhymes their appropriate dilapidation? One should make sure, however, that as things begin to fall apart enough of the original shape will remain to suggest what once *was*, and to involve a reader in the recreation of the old crone. And that, it seems to me is what happened. The old sonnet meters are maintained, the imagery is descriptively and symbolically secure. By shifting the rhymes into formal position, the sonnet could have been "nice" and regular, and so, in this instance, lost itself. What makes ruins interesting is their *imaginative* restoration.

WITHIN the pattern, be it the modification of a traditional form or a design freshly invented, the poet expects his native language to perform unusual feats. He is not satisfied to allow language—its sounds, grammatical structures, vocabulary, metaphors, denotations and connotations—to achieve merely its most elementary effects; that is, to convey practical information, to present what are called the facts. He expects it to transcend its ordinary powers and to "mean beyond the facts," to produce an unmistakable tone. In a sense, what the poet wishes to express is *beyond* language, but it must be communicated *by* language in patterns of unexpected powers of revelation. Here are two examples, two pilgrimages:

Chaucer's to the Shrine of Thomas Becket:

Whan that Aprille with his shoures sote
The droghte of Marche hath perced to the rote,
And bathed every veyne in swich licour,
Of which vertu engendred is the flour;
Whan Zephirus eek with his swete breeth
Inspired hath in every holt and heeth
The tendre croppes, and the younge sonne
Hath in the Ram his halfe cours y-ronne,
And smale fowles maken melodye,
That slepen al the night with open yë,
(So priketh hem nature in hir corages):
Than longen folk to goon on pilgrimages
(And palmers for to seken straunge strondes)
To ferne halwes, couthe in sondry londes;
And specially from every shires ende
Of Engelond, to Caunterbury they wende,
The holy blisful martir for to seke,
That hem hath holpen, whan that they were seke . . .

(Geoffrey Chaucer, CANTERBURY TALES, *"Prologue," c. 1387)*

Karl Patten's to the Saxon Church:

The fireball drops, leaving shreds of orange along
The hills. Sooner or later day ends everywhere.
Dusk slips like grime into
This valley, The incisors in the churchyard
Dull their bite, lose shadows, a ruined mouthful.

I am hurt by this Saxon church, by the clear fact
Of men heaping so high stone on stone for walls,
Then slating—stones pilfered
From the Roman station, diamonds for deities.
I have to love their building a box for God.

For the nave stuns; we don't talk much of architecture,
Aesthetics, rubble as conglomerate and sure
As this puts all that by.
Know, then, that God was here, given a visage
By his people when they were dark, he light.

Can I think only of this church, its perfection
In being the very form of what it is, the power
Of a cross scratched on stone,
When the church stands in a world, and the world
Which slumps outside the padlocked gate is mean?

That fiery tongue burnt out, and this village is
Cleft with cold. It dilapidates into dust,
Tumbling from its center
Without even the dignity of a street,
Literally a dead end, like a leper's foot.

To say some live here is cruel. Some shelter and
Burrow and haunt, though no spade bothers the grave weeds.
An eroded woman
Scurries across the mudway; huddled on the
Confectioner's stoop a small girl sucks her thumb.
This ash-valley God forgot, left—left these poor to
Grind their jaws on stones, to rub their eyes at the news
Of the world, to drink

Down draughts of smoke, to open each other for want
Of better and discover no surprise.

If this is faith's and hope's and charity's doing,
Why, there then, I can pray:
"O Lord, make me into a stone, that never hopes for love."

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III

FOR scholars; that is, for teachers and students, poetry has become within this century a subject for disciplined investigation, or, perhaps it were better to say, poems have become increasingly objects of scholarly analysis and criticism, something other than objects of less complicated enjoyment, memorization, or of what used to be called "appreciation." The scholar's high hope is that readers of poems, among whom he includes himself, will respond to the demands of a larger necessity: the necessity of achieving a condition of maximum consciousness of the poem as a work of art. Poetry as a means of grace, or poetry as a significant force in the fashioning of a gentleman are ideas much less attractive for the time being than is poetry as an object for rigorous intellectual examination.

In the achievement of maximum consciousness the scholar inevitably turns for assistance to his own skill in critical analysis and with redoubled effort to the sometimes painful assessment of his conclusions against the ever growing accumulation of critical expertise, produced by the scholars who are determined not to perish. But he should not stop there; for he has been warned that not only literary criciticism itself but also the discoveries of philosophers, theologians, psychologists (certainly), computers, mathematicians, aestheticians, and linguistic scientists have been made for him,—that

They'll all, face to face,
Meet in Parallel Space, . . .

Battles within the literary world make the scholar want to cry out for a "cease fire." Whence should the ideas of order come? From the courts of Elizabeth I, Anne, and Victoria; from an "unreal city," Key West, or from Camden or Patterson, New Jersey? Is there an American idiom, finally and clearly separated from an outworn British tradition? Should one concentrate on what is called the "Ezra Pound of the Cantos", to save one's reputation, and ignore what one can more readily enjoy in his poetry? How does one account for myths, archetypes, symbolism, and sex? Will the instruments of total comprehension and critical decision draw back the curtain to reveal, at last, the "invisible nature of man" to be generically alienated?

POETS themselves, many of whom are gifted in literary analysis, join the critics in inventive "legislation", present the scholar with novelties, obscurities, and calculated experiments that can in no sense be looked upon as the artifacts or poetical instruments of a genteel tradition. Simply to keep in touch with what is going on at the creative center, the scholar must learn and devise methods of investigation far different from those that seemed to satisfy his predecessors. He is prompted to assume that not only the poem but also the body criticism surrounding it is to be regarded as an important (certainly a more voluminous) part of that which has been created. Furthermore, quick as he is to sense the prevailing enthusiasms of an age that has witnessed the ascendancy of science (and what looks like science) and technology as, respectively, a dominant mode of thought and an unmistakable mode of achievement, the scholar is tempted, or advised, to search the purlieus of that "other culture" for the very model of a modern methodology. Thus accommodated he can more comfortably face his intellectual peers who minister in the temples of the hard disciplines.

In this assumption there may be, of course, a professional temptation and a game to be played, sometimes at the expense of poetry, even in the learned seminar. The prize for winning is likely to go (indeed, must go) to the scholar most adept in eristic skill or in the ancient forms of scholastic disputation. A more clinical procedure in dealing with a poem is to bring it in for observation, X-ray it, find something critically wrong, and then put it to bed, permanently, under a heap of explicative blankets. In our innocence we can participate in the demolition of poems like *Hiawatha;* in our learned sophistication we can sometimes achieve a calculated indifference.

EVEN the poet himself may assume, one discovers, the attitude of impersonal detachment towards his own work. Let me introduce an example. At a poetry contest (frightful phrase) in which I participated as a judge four years ago, I met a young man to whom I shall refer as the Atomic Poet. In reading the poem he had submitted (one of about three pages in length) I had become convinced, one third of the way through it, that this one might conceivably win the first prize. But at the half-way point there was a change into what became progressively an unintelligible mess. I was curious; so I talked to the Atomic Poet. He told me that I had missed the whole point: that the modern poet must prove not only his capacity for creation but also his powers of annihilation. The second half of the poem was, therefore, a willful effort to destroy the first and to come out finally with the expression of a shattering disintegration, setting free clouds of lethal radiation. This young man belongs to his time; his poem, one might say, is a real bomb. (Sorry!) But like Shelley, he may have a point. It may be either my elderly stubbornness or my romantic refusal to enter here, abandoning all hope, that prevents me from wanting to acknowledge the Atomic Poet as a legislator of his or my world.

Thus, in a labyrinth of critical opinion, attitudes, swiftly changing intellectual fashions, ingenious experi-

ments, and complicated games, the scholar, at times understandably bewildered, knows that to emerge he must hold fast to the clue of thread and listen for what Gerald Manley Hopkins might call the "golden echo" of his inner necessity. He must "give back" to poetry all that he possesses of a natural response to its attractions, of his capacity for intuitive discovery, and of whatever analytical skill he has managed to acquire: what he instinctively likes, what he imagines, and what he can explain intellectually. As a person he cannot escape a continuing involvement in his childhood, his youth, and his hopefully more articulate maturity. He cannot allow the superimposition of fashionable "methodologies," be they aesthetic or scientific, to put down forever into a buried life all other experiences he has had in the enjoyment of poetry. For better or worse, he must continue to be himself, the conscious and self-acknowledged legislator of his inner necessity.

what if a much of a which of a wind
gives the truth to summer's lie;
bloodies with dizzying leaves the sun
and yanks immortal stars awry?
Blow king to beggar and queen to seem
(blow friend to fiend: blow space to time)
—when skies are hanged and oceans drowned,
the single secret will still be man

(E. E. Cummings, "What If a Much of a Which of a Wind", Stanza I)

AFTER the last syllable has been counted, the images boxed up, the structure anatomized, the footnotes digested and extended, the critiques gleaned for supporting commentary, there is still the mystery of the poet's creation, still the scholar's obligation to *recreate* the poem, to be "still and still moving into another intensity, . . . a deeper communion" (Eliot, *Four Quartets*, "East Coker," V) with it. For the student and the teacher there are still the old questions: Do I want this poem for one of my own? Is it going to wear out? Am I ready for it now? Can I ever forget it? Can we, as scholars, to quote what Dylan Thomas is reported to have said in a letter to Glyn Jones (March 16, 1934), "get out of . . . poems twice as much as we ourselves put into them."?

Poetry celebrates what man in any age has discovered to be imaginatively important. Once set in motion in a durable pattern, "The Wild Swans at Coole" forever

. . . suddenly mount
And scatter wheeling in great broken rings
Upon their clamorous wings.
. . . . . .
Unwearied still, lover by lover,
They paddle in the cold
Companionable streams or climb the air;
Their hearts have not grown old;
Passion or conquest, wander where they will,
Attend upon them still.

And men forever sail to Byzantium. Hamlet, a fiction, survives as something more "real" than Queen Elizabeth, a fact. A small boy, Scamandrius, forever shrinks back in terror before his own father, Hector, transformed by his battle dress into an unfamiliar danger. Aeneas, as men have before and since, rushes back into a burning city to find Creusa. And a man with a little horse stops by woods on a snowy evening.

Words move, music moves
Only in time; but that which is only living
Can only die. Words, after speech, reach
Into the silence. Only by the form, the pattern,
Can words or music reach
The stillness, as a Chinese jar still
Moves perpetually in its stillness.
Not the stillness of the violin, while the note lasts,
Not that only, but the coexistence,
Or say that the end precedes the beginning
And the end and the beginning were always there
Before the beginning and after the end.
And all is always now.

(T. S. Eliot, Four Quartets, *Burnt Norton, V.)*

For readers, for poets, certainly, and for scholars,—for all men in all seasons, poetry *is* a necessity.

Dr. C. Willard Smith

At the end of the Victorian era, artists in the British Isles sought to fight free of nineteenth-century artifice and convention.

'Re-vision' and William Rothenstein

By Mary McClelland Lago '40

HUMANITIES scholars at a loss for new lines of research might consider investigating the poster art above the desks of their graduate assistants. These posters fill several functions. They provide relief for the book-bleared eyes of the assistants and, for undergraduates, intimations of a more sophisticated intellectual other-life. As indices of coming trends in scholarly research, the posters are nearly infallible; they tell us what the graduate student would like to investigate, if ever he finishes his dissertation.

Therefore, when Aubrey Beardsley's drawings go up on the office wall in place of Marilyn Monroe or Tolkienish landscapes labelled "Come to Middle Earth," we may expect to be occupied for a time with a new view of the 1890's. From there it is only a step to the next neatly definable period, the Edwardian years from 1901 to World War I.

Cultural historians have been freeing us from the old generalizations about morally earnest Victorian and decadent Edwardian. We are the better for knowing that the high Victorians recognized themselves as fallible human beings and that King and country were not wholly given over to frivolity in the Edwardian era. For a similarly balanced picture of the arts in England in the 1890's, we ought not to dwell on the flamboyance and personal tragedy of Aubrey Beardsley and Oscar Wilde, or even dwell on the 1890's at all without examining the solid achievements which helped to make that decade all of a piece with the Edwardian years. 1901, the year of Victoria's death, was a sentimental and psychological as well as a chronological turning point, but 1901 was also roughly the mid-point in a process which makes it difficult for us to store the arts of that time in separate folders neatly labelled "Literature," "Theatre," "Painting," "Music," and so on.

This process which tied together the arts of the two periods may be described as an attempt at a new way of seeing—a "re-vision" in the most literal sense of the term. Here and there in the British Isles poets, painters, musicians, stage designers and dramatists began, each in his own way, to fight free of nineteenth-century artifice and convention. The most conspicuous revival from this revolt to attract attention at present is the Art Nouveau practised (flaunted, proper Victorians said) by Aubrey Beardsley, and published in *The Yellow Book* and *The Savoy*. Perhaps the work of Beardsley and other so-called Decadents of the 1890's did the arts a good turn by acting as an antitoxin; it attacked stale Victorian artifice and conventions by being outrageously but frankly artificial and un-

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Mary McClelland Lago returned to England this month to continue her research on the correspondence between Sir William Rothenstein and the Nobel Laureate Bengali poet Rabindranath Tagore. The work is being done with grants from the American Philosophical Society. An instructor in English at the University of Missouri, Mrs. Lago has published extensively on the work of Tagore, including her co-translator's role of the 1965 paperbound Signet Classic, The Housewarming and Other Selected Writings of Rabindranath Tagore.

conventional. No doubt it was this inverted sort of honesty which made Max Beerbohm's essay, "A Defense of Cosmetics," so irritating to the culturally orthodox. What the Victorians overlooked was the fact that no real "decadent" works as hard as did some of the Decadents of the 1890's. When they lounged in the Café Royal, they lounged conspicuously. But when Beerbohm or Beardsley, Rothenstein or Yeats locked themselves into studio or study, they worked with a diligence and intensity which would have gratified Thomas Carlyle himself.

AFTER the turn of the century the Decadents lost their cohesion as a group in the public eye. Wilde's downfall, the deaths of Beardsley and Dowson and Conder, were sobering events. The others grew older, took on new responsibilities and new ideas about art, moved into new social circles. But they had helped to launch a "re-vision" which they and others carried on in England right up to the outbreak of war in 1914. As they went back and forth to France, for holidays, for their health, for study and stimulation, they carried letters of introduction, books, paintings, and the message that Paris and not London was where the action was.

The action which occurs first to us is, of course, the work of the French Impressionist painters of the 1860's. But the "re-vision" had an important literary origin in the uproar over *Madame Bovary* in the 1850's. Flaubert justified aesthetically every word which went into the novel, and during the writing he told Louise Colet: "Everything one invents is true, you may be sure. Poetry is as precise as geometry. Induction is as accurate as deduction; and besides, after reaching a certain point one no longer makes any mistakes about the things of the soul."

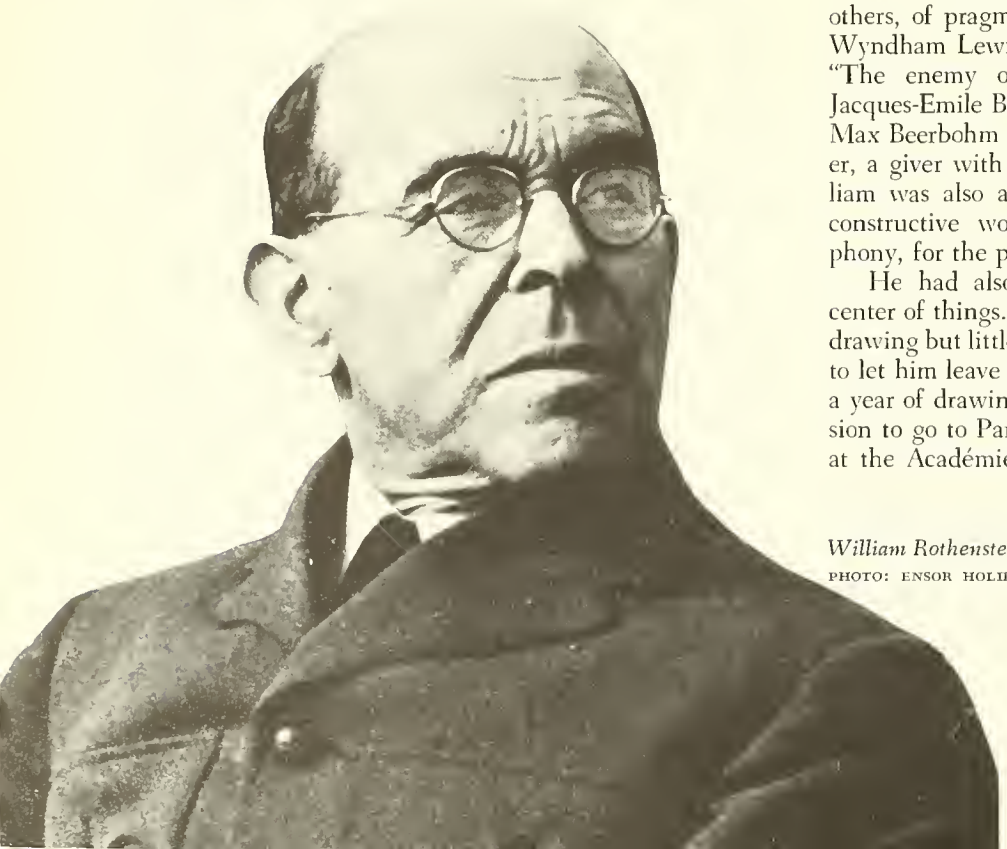
Flaubert's struggle with his novel was only in part his struggle with style. Fundamentally it was the old battle over whether measurement or imagination provides the better standard for art and for living. He settled it for himself by so refining his style as to make it a means for communicating the reality of certain supra-mechanical relationships between men and their environment. Invention is "true" if it conveys something to the soul. Artifice is acceptable as technique, as a means to an end, if the end has meaning. If the artist finds special meaning in his subject he may report it by any means he chooses—the story of a romance-starved village housewife, or a picture which falls apart at close range into dots of primary color. It is when the artist finds no special meaning and has nothing special to report that he and his audience are in trouble.

The nature of this trouble became apparent to artists in England when the Victorian restrictions began to fall away. Not a few artists and writers became like children with a handful of tickets and the run of a fairgrounds, but with no very clear idea of what they wanted to do. Some took off after the Post-Impressionist band which happened to be passing, but frequently forgot to ask how far it would go. Others went back home to wait for someone who would tell them what to do first.

William Rothenstein was one of those who knew what they wanted. Formal description presents him as a portrait painter; an early member of the New English Art Club, which had been since 1886 a center for younger artists impatient with the staidness of the Royal Academy; Principal for fifteen years of the Royal College of Art; and Official War Artist in two world wars.

INFORMAL description is, as usual, more valuable. His memoirs and especially his letters show that he was a mixture, often disconcerting to himself and to others, of pragmatist and mystic, classicist and romantic. Wyndham Lewis called him "the last of the great wits." "The enemy of approximations," was the phrase of Jacques-Emile Blanche. After Rothenstein's death in 1945 Max Beerbohm recalled his friend of fifty years as "a giver, a giver with both hands, in the grand manner." William was also a worrier, but very often an exceedingly constructive worrier; he had a keen instinct for the phony, for the pointless put-on.

He had also a remarkable knack for being at the center of things. In 1888, at the age of sixteen, after much drawing but little exposure to art, he persuaded his parents to let him leave Yorkshire and study art in London. After a year of drawing plaster casts, he got his family's permission to go to Paris. He was there for four years, studying at the Académie Julian, winning prizes, and sought out



William Rothenstein in 1940
PHOTO: ENSOR HOLIDAY

by such artists as Degas, Whistler, and Toulouse-Lautrec, all of whom were impressed by his precocious ability and his singlemindedness wherever the arts were concerned.

One of his first projects after he returned to England in 1893 was a series of lithograph portraits of Oxford dignitaries. At Oxford he met Max Beerbohm, then an undergraduate, not yet a dignitary, but without doubt an incipient celebrity. Now Rothenstein's circles of associates in Paris, Oxford, and London began to merge. Later in the 1890's when he settled in London to earn a living as a portrait painter, he was where the action was beginning in England.

Anyone who tried to draw a diagram of the relationships and achievements of William Rothenstein and his friends in those years would produce an exceedingly complicated affair of crossing lines and interlocking circles, but hindsight shows us how much of their work centered on a common effort to achieve a candid new view of the arts and how much this has affected our vision.

A few examples will serve to represent many which followed a consistent pattern. For example, during his acting apprenticeship with Henry Irving's company, Gordon Craig met James Pryde and William Nicholson. They were brothers-in-law, well acquainted with members of the New English Art Club, and co-producers of posters which they signed as "The Beggarstaff Brothers." Pryde was stagestruck, and Craig was learning to draw. Nicholson taught Craig to work with woodblocks, and Pryde taught him the uses of black and of simplicity as elements of style. (This was in 1893, the beginning of the first "Beardsley boom.") By this time Craig had met Rothenstein. During the next seven years, Craig published Rothenstein's drawings in his magazine, *The Page,* and Rothenstein rallied support for Craig's work in the theatre.

IN 1900 Craig designed and produced *Dido and Aeneas* for the Purcell Society. For a long time he had been impatient with the painfully realistic or historical stage sets which were standard in the English theatre. Now he used the stage as an artist uses a canvas or a woodblock, designing each scene for maximum effect from a few simple elements carefully balanced. Black and white was a conspicuous combination, and a contemporary reviewer noticed that when he used color, it was the palette typical of the New English Art Club. Yeats told Craig that it was the only good thing of the kind he had seen and seven years later was studying Craig's adjustable scene model with the Abbey Theatre in mind. Audiences in England, however, were quite happy with overstuffed stages and disorderly hordes of spear-carriers, and Craig's subsequent productions had to beg for critical attention.

In 1903 he staged an early Ibsen tragedy, *The Vikings of Helgeland.* As usual, the press gave it little notice, and Rothenstein fired off an indignant letter which appeared in *The Saturday Review* the night the play closed. Then Rothenstein did something much more important; he introduced Craig to his German friend and patron of the arts, Count Kessler. Kessler promptly put Craig in

William Rothenstein, in Paris, 1889

touch with European stage designers who were equally intent on ridding the theatre of coiling drapery and clutter. This was the start of Craig's career in Europe and in Russia and from then on England saw little of him. At the time, with the exception of people like Yeats and Rothenstein, England could not have cared less, but they never doubted that she would some day discover her loss.

Combining admiration and action on behalf of others was a pattern repeated again and again. In 1903 Ford Madox Hueffer suggested that Rothenstein draw Joseph Conrad, who was then living in a farmhouse which belonged to Hueffer and struggling with money worries and *Nostromo.* The drawing initiated a lifelong friendship based on a common concern for making the precise word, the exact line, say as much as possible about meanings which lie beyond style. Conrad's intensity exhausted himself and everyone around him. "But I sympathised with him acutely," Rothenstein recalled, "in his desire to impress the passion of life on to his pages. This sympathy was, I think, the basis of our friendship; for Conrad seemed to understand what I too was aiming at in my painting . . . in him I had at last met a man of a passionate nature, who yet understood that a sane view of life is not a matter of compromise; but, as the *mot juste,* the phrase which shows neither weakness or exaggeration, is the quest of the writer, so the sane opinion, the just action, are the signs of the enlightened man."

Rothenstein thereupon sent Conrad £50 and a salmon, raised another £500 among his own friends, and urged Edmund Gosse to persuade the Prime Minister to get Conrad a Civil List Pension. Rothenstein had money worries of his own, but these would not have deterred him from executing the "just action" on behalf of a truly dedicated artist.

Rothenstein's "St. Martin's Summer," an oil 33" x 36", was painted in 1925. It is part of the Rutherston Collection in the Manchester Art Gallery. Photo is from Gallery's collection and is used by permission.

IN 1907 he performed another portentous good deed when Jacob Epstein arrived from New York with a letter of introduction to Bernard Shaw. Epstein's parents disapproved of art as a career, and he wanted to work in Europe. Shaw thought his drawings looked like burnt furse-bushes and passed him on to Rothenstein who promptly went to work. He introduced Epstein to other sculptors, obtained some money from a London Jewish society and supplemented it with monthly checks from his own pocket. This generosity at a crucial time was repaid by Epstein with savage discourtesy on more than one occasion. Rothenstein refused to hold a grudge. Epstein, he said, belonged to "the tradition of the man of genius, a good tradition, which allows of an uncompromising attitude to the world, and freedom from social complications."

In 1910 Rothenstein joined Laurence Binyon, Ananda Coomaraswamy, Walter Crane, AE, and other artists in a protest aimed at the Government's policy for its four art schools in India. India's achievements in the fine arts were ignored or denied by the India Office in London, and Indian students in the schools were forced into utilitarian handicraft traditions which were more English than Indian. Rothenstein was outraged when a Government representative at a session of the Indian Section of the Royal Society pronounced the Buddha type of sacred figure no more spiritual than a boiled suet pudding. It was Rothenstein who proposed the organization of the India Society, which would promote India's fine arts in England.

Later in 1910 Rothenstein went to India to see Indian art and artists for himself. There he met the Bengali artist cousins, Abanindranath and Gaganendranath Tagore, and their poet uncle, Rabindranath Tagore. This was another of Rothenstein's enduring friendships based on art and instinct. When Rabindranath came to England two years later, carrying in his pocket his own random experiments at translation from his Bengali lyric poems, Rothenstein marshalled his literary friends to introduce Tagore and his work. The roster is impressive: A. C. Bradley, Robert Bridges, Stopford Brooke, A. H. Fox-Strangways, Thomas Sturge Moore, Gilbert Murray, Ezra Pound, Ernest Rhys, W. B. Yeats. The poems were published by the India Society late in 1912 as *Gitanjali: Song-Offerings*. It was the first of many translations of Tagore's work, and it won the 1913 Nobel Prize for Literature. Tagore was the first Asian to be thus honored and the first modern Bengali author to achieve mass popularity in the West.

This was the first instance, also, of a kind of cultural exchange which has mushroomed in the United States since World War II.

A consistent motivation has ordered all these activities of Rothenstein and his friends. It was the desire for "re-vision," for a new way of seeing which would get closer to the fundamentals of the arts. Gordon Craig's simplified stage designs, Conrad's search for verbal precision, the simple solidity of Epstein's sculpture, the India Society's original purpose and program, all aimed at uncovering a forgotten genuineness beneath the nonfunctional artifice which preceding generations had spread on like so many layers of stale icing. Others among Rothenstein's associates pursued the same goal: Arnold Dolmetsch, the pioneer in the reconstruction and revival of Renaissance instruments and the clean, bright sound of Renaissance music; Roger Fry, who failed to convince Rothenstein that Cezanne was the prophet of a new classicism, yet shared Rothenstein's passion for seeing pictures "live," not in reproduction; Eric Gill, who was renewing the arts of typography and letter-cutting. Personal differences or disappointments, lapses of gratitude, disagreements about aesthetic creed, all were overruled for William Rothenstein by absolute commitment to art. A lapse from that commitment was the one he could not forgive.

SUCH commitment strikes us as incongruous now, when artists often seem to go from theory to theory like fish flopping from one shallow pool to the next. But total commitment is always incongruous. The really remarkable thing about Rothenstein is that while he moved in the midst of important movements, he remained so positively himself. The excitement generated by Impressionism in France exhilarated him, but he did not make himself over into an Impressionist in order to be fashionable. Nor was he swept away by Post-Impressionism when it became the newer thing to follow. Conventional approval or disapproval had nothing to do with his evaluations of his friends or their work; he judged them by the same exacting standards which he applied to himself.

We have said that he knew what he wanted. This was nothing less than perfection: "To achieve the vitality which results from direct contact with nature, with nature's final simplicity and radiance—how unattainable! Yet only by aiming at an impossible perfection is possible perfection to be reached." Thus the arch-Romantic Rothenstein, who insisted on painting directly from nature, not from nature seen through a window or copied from photographs.

Like Browning's Andrea del Sarto, Rothenstein knew his imperfections. Unlike Andrea, he refused to come to terms with them. Painting or poem was to him a living thing, and the painter or poet not its creator but the agent of its creation, a role which justified joy but not pride. In 1915 he wrote to Tagore:

> *I suppose a painter (as) understanding the pantheistic attitude better than most people, because when he's painting anyone or anything, all the beauty in the world comes bursting out of the thing or person he is concentrating upon & he knows that this beauty has no aesthetic effect on him, but an overpoweringly human one, making him, while he is subject to it, love man & beast & bird, or field & sky & tree & hill with an all embracing heart. I am not sure that we aren't very disagreeable the moment after, when we go into the house from the studio or field; that is why perhaps we are not often heroes to our valets—they don't see us until we want something to eat, or to wear, or until we have a headache or a cold.*

William Orpen's "Selecting Jury, N. E. A. C. 1909" now hangs in the National Portrait Gallery, London. The photo is from the Gallery's collection and is used by permission. Note Rothenstein leaning forward with Augustus John in back.

Mary McClelland Lago '40

THE artist's only excuse for his behavior is his claim to see things which others cannot see or have not thought to look for. In exchange, he ought to feel bound by vows of "obedience and good use of his powers." If he settles for anything less, he will eventually lose his audience, and no amount of talk about "significant form" will entice it back. Balance is the ultimate aim:

> *If I paint a tree, & follow with enough concentration the poise of the bole & the directions of the great spreading branches, I may indicate all the forces which have bent & twisted them & drawn them upwards, but my mind is innocent of all knowledge of these forces: any student of arboriculture knows these things, but by obedience & good use of my powers I may be able to make other people feel the tree-i-ness in a way the scientific man is unable to do . . . We are unbalanced at our ultimate grave risk, & unless an artist uses his gifts with scrupulous judgment he is a danger to the village—that is at the root of the mistrust which so many people feel toward the breed.*

He described himself as "possessed with the faith" that rigorously honest concern with appearances allows "something of the mystery of life" to enter an artist's work. He mistrusted virtuoso technique as a net so apparent that "truth that is shy and elusive" would avoid it with ease. Nature was the greatest of all designers. "Man's own sense of design is derived of necessity from hers. It is nonsense to talk of 'mere realism.' Appearance is dynamic, not static; . . ." Thus the classicist, with a broad streak of the metaphysician.

Two scenes evoke his presence. One is a painting which depicts Rothenstein doing something he must have done countless times: he is looking at a picture. The painting is William Orpen's "Selecting Jury, N. E. A. C., 1909." The foreground is occupied by the back of the picture being considered and by the back of the steward who holds it up. Several N. E. A. C. members, one of whom is Orpen himself, stand together in the right-hand background and gaze rather coldly at the picture. Augustus John, looking chubby and Pickwickian, stands in front of them and squints at it from under his eyebrows. In the left-hand background is another group who seem to look neither at the picture nor at each other. But in the foreground is William Rothenstein, leaning far across the table with his face thrust close to the canvas. His bald head and his glasses dominate the foreground; the eyes behind the glasses are deep, intense, and the only ones in the picture which are wide open and focussed squarely on the painting being considered. He looks at it as if his life depended—as indeed it did—upon finding some clue to the reality which the artist had glimpsed and had tried to communicate to his audience.

Even if Orpen had not labelled each person in the painting by printing his name beside his head in bright red, we cannot help suspecting that he intended a caricature. However, caricatures often reveal what formal portraits cannot. When we look at this painting we cannot miss the intensity with which William Rothenstein looked at and into a picture. When fixed by such an eye, woe betide the artist who had thought to get by on nothing but flashy technique and shoddy intentions!

THE second view is that of a specific place, one which Rothenstein loved with a particular passion and painted again and again in many moods of time and weather. It is a valley near Stroud, in Gloucestershire, where the Rothensteins had first a farm, then a cottage at Far Oakridge. He is buried at Oakridge Lynch, in a churchyard which overlooks the long valley. The sky there is neither lofty nor brilliant, but on a late-summer day it seems to draw together the steep hillside fields and the woods where trees lean toward one another with an air of familiarity and confidence. The field-stone in the fences and buildings has a rose-gray cast which is like nothing in Pennsylvania or New England. London might be a thousand miles away, and the sociologist would call the valley a neglected area. But William Rothenstein found, at times when it seemed that "things fall apart, the centre cannot hold" and "the best lack all conviction," from Far Oakridge he could write:

> *I can be disagreeable & unsympathetic; the Gods withheld their gift of charm from me; but I cannot hate, & I cannot train myself, so late in life, to see evil only in men's motives & actions. Habit & training have alike encouraged me to see, in any man sitting in a chair before me, only miraculous form & noble features; I know that if I put my pencil aside that less Godlike qualities will intervene. But I do carry a pencil always in my pocket . . . I am too old to throw it away, & to see ugliness, evil & untruth. So I remain entrenched at Oakridge, . . .*

As rural valleys go, the valley at Oakridge is more tranquil than spectacular. But it is something to have been much loved by a man of much conviction, so that it provided him a center, and it held.

The Varied Worlds of Bucknellians

The Bell Still Tolls

With metal quite scarce during the Revolutionary War, the British laid plans to melt down the old state house bell in Philadelphia which had rung out the news of the signing of the Declaration of Independence in 1776.

How those plans were foiled by colonists is the plot of a fascinating historical novel for children, *Hiding the Bell,* by Ruth Nulton Moore '44 The book was published in April by the Westminster Press and has been highly praised by reviewers. It is for the age 8 to 12 reading group.

A former teacher of English literature and social studies, Ruth previously authored *Frisky the Playful Pony* (1966) and several short stories and poems for children. She is the wife of Professor Carl L. Moore '43, of Lehigh University, who is the successful author of several textbooks on marketing and accounting.

Ruth began her writing career just a few years ago. Her husband and two sons, Carl, 14, and Stephen, 9, are her first "readers" and severest critics.

"The boys read the novel while it was in manuscript form," she says. "Naturally, I had to have their approval."

Based on an actual incident, Ruth weaves a tale filled with action, suspense and excitement around young Ben Miller, a fictional character who overhears the plot to seize the bell and melt it into armaments.

Actually, a group of colonists stole the bell, concealed it in a hay wagon and carted it to Northampton Town, now Allentown, where it was secreted under the floor of the old Zion Church until the end of the war. The Liberty Bell Shrine at the Zion's United Church of Christ in Allentown now marks this historic site.

Mrs. Ruth Nulton Moore '44 at work on a new volume of historical fiction for children.

Fictionally, Ben Miller, his father, his uncle and his cousin, Johnny, are the central figures in the trek from Philadelphia to Allentown with the hidden bell. It's a 60-mile adventure which includes eluding a suspicious young British officer and a group of Hessian soldiers who discover the secret of the hay-filled wagon.

Ruth admits having "great fun writing the novel." She holds an M.A. degree in 19th Century Literature from Columbia University and is familiar with the discipline of research. The book is thoroughly authenticated right down to the details of proper speech by Friends of that period—a detail reviewed by a Quaker scholar.

Now that *Hiding the Bell* is in bookstores across the country, Ruth is hard at work on another historical story about the conspiracy of Chief Pontiac at Fort Detroit. Since one of her stories, "Juanito and the Angry Parrot," appears in the anthology *High and Wide,* a children's reader published by the American Book Co., she is doing her teaching by typewriter in schools across America.

Conserving A Resource

There are now more than 23,000 living Alumni of Bucknell, and one graduate has some working knowledge of the name, address and occupation of all of them.

That graduate is Dr. Coleman J. Harris '12, a son of the late Rev. Dr. John Howard Harris, fourth president of Bucknell University. He began the monumental task of compiling an Alumni directory more than five years ago—a work interrupted by three major surgical operations and prolonged periods of hospitalization. But the work has been completed and the list includes the Class of 1966.

A man with a statistical bent, Dr. Harris estimates that in rewriting and revising his directory, he wrote a minimum of 3,163,000 names, arranging and rearranging the names in alphabetical order. Source books for the compilation were the Alumni Directories of 1926, 1940 and 1950, plus the class rosters from 1950 through 1966.

The holder of A.B., A.M., M.S., and Ph.D. degrees and a college professor and museum curator for 38 years, Dr. Harris is a man of catholic interests. He is a Fellow of the American Association for the Advancement of Science, of the American Botanical Society and of the National Geographic Society. He is one of the ten men cited by the U. S. Department of Agriculture as the leading authorities in the conservation of natural resources.

The new directory is now in use as a source reference in Alumni Headquarters and its author is busy with other tasks. But he has conserved one of the University's natural resources through his deep and abiding interest in Bucknell and her graduates.

Engineering Honors

The Southern Arizona Chapter of the American Society of Civil Engineers honored George T. Grove '14 on April 19 by naming him recipient of the John C. Park Outstanding Civil Engineering Award. The ceremony was held in the Pioneer Hotel, Tucson, Arizona.

A former director of public works for the City of Tucson, Arizona, Mr. Grove still works as a part-time engineering consultant in the Pima County Planning and Zoning Dept. He moved to Arizona in 1918 with no contacts and little money, beginning

George T. Grove '14

work as an engineer for Southern Pacific Railways. From 1921-31 he served the City of Tucson and was an engineer for the federal government before starting an 11-year stint as Pima County Engineer in 1937. Since 1948 he has been a consultant for private firms, the City of Tucson and Pima County.

Mr. Grove told fellow engineers who gathered to honor him that as a youth he had dreamed of going to Alaska and that a logical approach to achieving that dream seemed to him to lie in engineering studies.

Now 78, Mr. Grove outlined how he had saved money to pursue studies at Bucknell. He said that as a student, he sold advertising for *The Bucknellian* and got into difficulties with two faculty members by selling ads to cigaret manufacturers.

Appraising engineering today, he said that when he began his career, civil engineers were the only ones around. Now, he said, the abundance of new knowledge makes it mandatory for an engineer to specialize.

A registered professional engineer and a Fellow of the American Society of Civil Engineers, Mr. Grove has two sons who are following engineering careers. His late wife, the former Bertha Pfleegor '09, was a native of Montandon. Mr. Grove resides at 734 East Fourth St., Tucson, Arizona.

Outstanding Young Men

Seven Bucknell University alumni are among approximately 10,000 young men throughout the country who have been selected for inclusion in the 1968 edition of *Outstanding Young Men of America.*

Former U. S. Jaycee president Doug Blankenship, who is serving as chairman of the 14-man selection board, said that the men chosen "have distinguished themselves in one or more fields of endeavor to the point of being outstanding." All of the men are between the ages of 21 and 35.

The Bucknell alumni named are John P. Battin, Jr. '57, an employee of Mutual of New York residing in Frankfort, Germany; Richard A. Benton '58, Claymont, Del., tax manager for Acme Markets, Inc., Philadelphia; Robert S. Harder '59, Williamsport, secretary and assistant operational officer for Northern Central Bank and Trust Co.; and Capt. Jack D. Moyer '59, a U. S. Army Chaplain who received the Bronze Star while serving in Vietnam.

Also William E. C. Speare, Jr. '58, Scranton, curator of natural science at the Everhart Museum; Merrett R. Stierheim '58, city manager of Clearwater, Fla.; and Herbert H. Wright '59, Westfield, N. J., an underwriter for National Life Insurance Co.

At Andover Newton

The Rev. Harry C. Snyder '52 has accepted a call to join the administrative staff as associate director of development of Andover Newton Theological School, Newton Centre, Mass.

Recently he made this announcement to the Henderson Memorial Church of Farmington, Maine and submitted with regret his resignation of the pastorate. Mr. Snyder returned to the seminary of which he is a graduate (1965) on June 14, 1968.

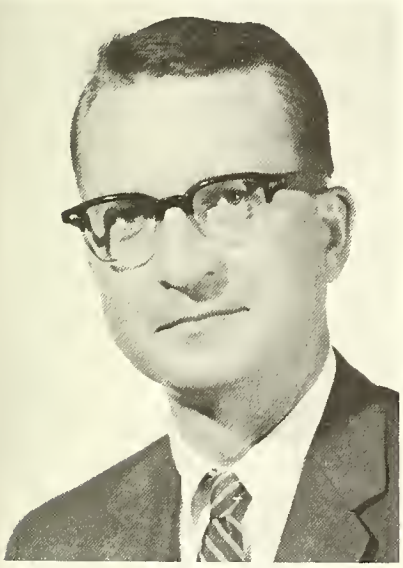
Mr. Snyder received his B.S. degree in commerce and finance from Bucknell in 1952. His wife, the former Fay Adams, received her B.A. in 1944 and her M.A. in 1947. They have four children, Jim, Beth, Ted and Greg.

New Science Editor

The new science editor of the American Cancer Society is Alan C. Davis '51. Alan assumed his new duties in January.

A political science major and member of Phi Gamma Delta at Bucknell, Alan began his career in journalism and public administration in 1952 as associate editor of the *Michigan Municipal Review* and staff associate of the Michigan Municipal League. From 1955 to 1956 he was the editor of an experimental publication of the Ford Motor Company and from 1956 to 1958 he served as health sciences editor at the University of Michigan. For the next five years, from 1962 to 1967, he was assistant to the dean, in charge of public affairs, at the University of Utah Medical Center. Before moving to his new position with the American Cancer Society, he served as chief of the Division of Communications and Community Resources, Intermountain Regional Medical Program, Utah.

Alan received a master of public administration degree from the University of Michigan in 1955 and has done postgraduate studies at the University of Utah. He was elected to the city council of Ann Arbor, Mich. in 1957 and served as a member of the Governor's Council on Comprehensive Health Planning for the State of Utah. He has also been on special missions to Vietnam and Southeast Asia for the United States Air Force to observe and report on aeromedical evacuation activities and administration.



Alan C. Davis '51

Alan's father, the late Dr. Frank G. Davis '11, was professor of education at Bucknell and served as Alumni Secretary from 1942 until 1950. Two sisters, Carl L. '38 and Margaret L. '40, are Bucknellians. He is married to the former Rachel J. Heim '51, a grand-daughter of Ephraim M. Heim, a distinguished early Bucknell faculty member. The Davis' have four sons and reside at Raemont Road, West Somers Park, Granite Springs, N. Y. 10527.

Manufacturing Executive

The industrial engineer in the apparel industry "will have to be the well-rounded man, trained in the usual scope of management engineering taught in colleges and able to tie them together in a closely integrated way . . ."

This is one conclusion of Frederick Golden '41, corporate director of manufacturing for the Warner Brothers Company, in an article, "The Industrial Engineer in Apparel," which appeared in the January 1968 issue of *The Bobbin.*

A *cum laude* graduate of Bucknell with a B.S. degree in business administration, Frederick received his M.B.A. degree from the Harvard Graduate School of Business in 1943 and studied at the Graduate School of Engineering at Columbia University. He served for four years with the U. S. Army in the Southwest Pacific Theater during World War II.

Frederick assumed his new post with Warner Brothers in 1965. From 1960-1964 he was president of Nappies, Inc., Atlanta, Georgia, a children's sleepwear firm. Previously, he served as executive vice president and treasurer of Warren Featherbone, Gainesville, Ga., manufacturers of infant's wear and plastic rainwear, and as corporate head of industrial management engineering for United Merchants and Manufacturers, a major textile producer in New York, N. Y.

He is married to the former Pearl Baum and is the father of two daughters. The Goldens reside at 14 Punch Bowl Drive, Westport, Conn.

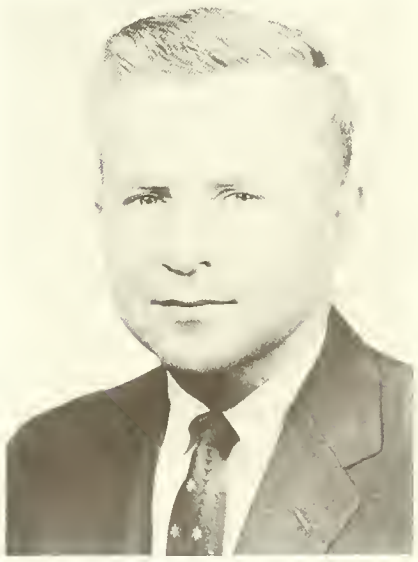
Solution of Pollution

Theodore W. Lesperance '50 has been appointed manager of a new industrial water management group created by the Dorr-Oliver Corp., Stamford, Conn., to serve the process industries more efficiently in the solution of their industrial water and waste treatment problems.

A chemical engineering graduate of Bucknell, Theodore is a specialist on water resources problems and has been prominent in Dorr-Oliver's process and equipment research and development programs in water and wastes technology. He served also as marketing technical specialist on industrial waste treatment and as coordinator of marketing services to industries and municipalities in North America.

From 1964 to 1966, Theodore served as associate editor of *Water and Wastes Engineering* and he is the author of numerous papers and articles in his special field. Since 1966, he has been engaged for Dorr-Oliver in analyses of the water resources fields of the U. S. and Canada.

Lesperance lives on Bob Hill Road, Pound Ridge, N. Y., with his wife, Geraldine, and their two daughters.



Theodore W. Lesperance '50

Hannah Metcalf Jones '26

The Rev. Thomas W. Jones '24

A Pastor Retires

More than a half century ago, the Rev. Thomas W. Jones '24 began his duties as a minister of the Primitive Methodist Church. In April he concluded his pastoral service which included missionary work in Central America, six pastorates in Pennsylvania and Rhode Island, and 23 years as secretary of the Foreign Mission Board of the Primitive Methodist Church.

Retiring with him is his wife, the former Hannah M. Metcalf '26. They marked their 39th wedding anniversary on June 18, 1968.

The Rev. and Mrs. Jones devoted their service to a mission in Guatemala from 1925 to 1933, arriving in that Central American nation during a revolution. On their return to America, the Rev. Jones began duties as secretary of the Foreign Mission Board.

From 1935 to 1962, he served as pastor of the Parsons Primitive Methodist Church, Wilkes-Barre, and from 1962 to 1967, the North Treverton, R. I., church.

In addition, the Rev. Jones served as president of the church's General Conference, from 1958 to 1962, and as secretary of the Primitive Methodist School of Theology, which affords financially deprived young men the chance to study for the ministry through correspondence courses.

The Rev. Jones received a bachelor of divinity degree from Crozer Theological Seminary, Chester and an M.A. degree from Hartford Seminary.

Mrs. Hannah Jones, a musician who was an outstanding member of the Bucknell Glee Club as an undergraduate, taught in the public school system in Nanticoke and served as a teacher of Spanish in YMCA adult classes. She helped organize the United Church Women of the Wyoming Valley Council of Churches while in Wilkes-Barre, serving as its first president. Mrs. Jones also served as supervisor and teacher of the released-time religious class program of Wilkes-Barre.

Two daughters are Bucknellians: Mrs. Clarence J. Thomas, the former Mary Grace '52, and Mrs. Harry Ennis, the former Gwen Elizabeth '56.

At the age of 78, the Rev. Jones leaves pastoral duties to younger men but he observes: "I will not give up the pulpit. I plan to continue to preach the gospel."

The Jones family has returned to Wilkes-Barre to reside at 29 Mallory Place.

Elected to Board

The new president of the Board of Corporators of The Peddie School, Hightstown, N. J., is Henry G. P. Coates, Esq. '32. Henry was elected to the post by the board in October.

A 1928 graduate of Peddie, Henry received his LL.B. degree from the School of Law of Rutgers University in 1939. As an undergraduate at Bucknell, he starred in basketball and track, was captain of the track team, and served as business manager of *The Bucknellian*. A Patron of the University, he has served on Bucknell's Development Council since 1961.

Early in World War II he entered military service after serving three years as mayor of Allentown, N. J. Upon his discharge, he formed a law partnership with Judge James S. Turp.

A leader in community affairs, Henry is a past president of the Hightstown Chamber of Commerce, a former member of the Mercer County Child Guidance Association, and president of the Hightstown Lions Club. He also serves as president of the Hightstown Savings and Loan Association and as director of the First National Bank.

Mr. and Mrs. Coates, the former Josephine Hutchinson, have two sons currently enrolled at Peddie: David, 17, a senior; Leonard, 14, a freshman; and a daughter, Joann, 11.

Tops in P. R.

A Golden Scroll Award, the highest honor of the Public Relations Society of America, has been awarded to Mayers and Faiello, Inc., Newark, N. J. for its work in connection with the campaign to repeal the strike benefits law in New Jersey. One half of that award winning firm is Samuel J. Faiello '56.

Mr. Faiello was an associate of Joseph Mayers and Company for five years prior to formation of Mayers & Faiello, Inc. in January, 1965. He is vice president of the Shore Water Company, a public utility in South Seaside Park, and author of a nationally-distributed study of water pollution in the United States. As a free-lance writer, Mr. Faiello also has published short stories and articles in national magazines.

At Bucknell, where he received his B.S. degree in English, he was editor of the campus magazine, associate

editor of the college newspaper, president and member of the English and journalism honorary societies, respectively, and was named to "Who's Who in American Colleges and Universities." Mr. Faiello served in the U. S. Army in England and Germany where he was in charge of public information and troop information for an Engineers Battalion, and conducted a weekly lecture series.

After receiving a master's degree in journalism from Columbia University in 1959, he joined the public relations staff of American Telephone and Telegraph Company, Long Lines Division. Among his duties at AT&T, he handled press information during such emergencies as the transatlantic cable break by Russian fishing trawlers, participated in planning and development of the opening of the second transatlantic telephone cable, and oversaw production of films.

A member of the Downtown Club, he most recently was elected for inclusion in "Who's Who in Public Relations." He resides with his wife, Carmel, and their two children at 6 Cedar Ave., Madison, N. J.

With College Board

Miss Carol Lynn Pope '63 has recently been appointed assistant director of information services for the College Board. Prior to joining the Board, Miss Pope worked for three and a half years, both in Washington and Japan, as an information specialist for the government and for a short time as regional coordinator for the International Studies Association. Carol has studied languages at Bucknell and in Austria and Japan.

As assistant director of information services, Carol will work with the director in New York and with the Board's five regional offices to report more accurately and thoroughly the increasingly diversified nature of the Board's programs and services. Among her duties will be keeping informed of the Board's new programs and plans, attending and covering meetings, maintaining and improving contacts with mass media, writing informational releases, and working with high school and college editors and student organizations.

New Head Coach

Nick Schloeder '52, M.A. '53 has been appointed the new head football coach at Gilman School, Roland Park, Md. Nick had been assistant football coach since 1958 and head basketball coach since 1963, a post he will retain. Nick served with a classmate, George Young, now with the Baltimore Colts, while both were at Calvert Hall. A star in football, basketball and tennis at Bucknell, Nick is still associated with tennis, which he teaches in summer months. The new head coach is married to a classmate, the former Wanda M. Sullivan.

KLH Controller

Stephen A. Jennings '58, formerly of Clydebank, Scotland, has been appointed controller of KLH Research and Development Corp., Cambridge, Mass. In his new post, Stephen will report directly to the president and will be responsible for general and cost accounting, data processing and systems, credit and finance, administration, traffic and shipping.

KLH is a wholly-owned subsidiary of the Singer Company, and operates as an autonomous unit within the company's North Atlantic Consumer Products Group. The Cambridge firm is engaged in the design, production and marketing of home entertainment electronic products, including loudspeakers and other high fidelity components, and complete stereo systems.

Stephen A. Jennings '58

A member of Phi Lambda Theta and a major in economics at Bucknell, Stephen is married to a classmate, the former Patricia A. Head, who serves as Class of 1958 Reporter. In his previous assignment, he served as assistant controller for the Singer Company's Clydebank, Scotland factory. He joined the company in 1965, after being associated with the American Can Company.

Stephen, Pat and their two daughters: Lynn Alice, 8, and Della Lepley, 6, now reside at Waverly Road, Harvard, Mass. 01451.

The Dollar's Value

David K. Slifer '60, who now resides at Floreal, Anfa, Casablanca, Morocco, North Africa, recently sent a contribution to his fraternity's campaign for a new house on the Hill—Phi Lambda Theta — and included some thoughts on the dollar and devaluation which we believe deserve a wider audience.

We must note that Dave is district sales representative for Caterpillar Tractor Co. and works in Morocco, Tunisia, and Algeria. He is married to the former Karna L. Sturm and has one daughter, Lisa, 1½.

This is the text of his letter:

"Here is my first check for The House on the Hill Fund. I should have said on my pledge, the pledge might be conditional on no devaluation of the dollar. That possibility would increase our cost of living overseas considerably. The dollar being devalued is a real possibility, since foreigners already own $31 billion, or more than 2½ times the value of the gold we have to pay them with. You might say our account is overdrawn.

"The situation is not dangerous as long as foreigners have confidence in America and our economy. The problem is that foreigners are losing faith in America's willingness to control the economy. All it will take is enough people losing faith, and starting an economic landside by changing in their dollars for something they think has more value. I'm afraid that people in the States

don't realize the seriousness of the situation.

"My situation overseas, working in international trade, gives me a little different perspective. Vietnam and an overheated U. S. economy have only increased the flow of dollars overseas. I hope the Vietnam question will soon be settled. In the meantime, it's imperative that the U. S. economy be slowed down by the Administration's tax increase. Congress is slow to act because they feel the people are against it. People don't realize that if Congress doesn't take the money in the form of taxes, increased inflation will get those dollars buying power just as effectively, and the latter only further undermines the dollar.

"My small sales territory, the three Arab countries of Morocco, Algeria, and Tunisia, with a population under 30 million, will buy over $5 million in Caterpillar exports from the U. S. this year. This is almost 100 percent increase over last year. Increasing inflation in the States will make American equipment more expensive to buy and make it easier for our European competitors to sell their equipment. I urge all the Brothers to support the tax increase measure now before Congress. You have nothing to lose, but you have the prosperity of the U. S. and indeed the WORLD to GAIN.

"Before you start questioning this overseas resident's opinion, I should point out that Caterpillar deducts U. S. equivalent taxes from our salary and pay our local taxes for us, regardless of the amount. My taxes will go up as soon as the proposed bill goes through Congress."

New Radio Chief

The new general manager of Radio Station WIND, Chicago, Ill., is John L. Williams '51. John has served as program manager of WIND since July 1965, transferring there from KDKA in Pittsburgh. Both stations are affiliates of the Westinghouse Broadcasting Company, Inc.

Jack, a native of Mount Carmel, has been associated with Group W since 1952, serving as publicity director and later, program manager of KDKA. Prior to that, he served as

John L. Williams '51

assistant program manager of WBZ Radio, Boston, Mass. He has won many broadcast honors, including a Freedom Foundation Award, the Ohio State Award and the Sigma Delta Chi Award.

A major in political science and a member of the Sigma Alpha Epsilon fraternity at Bucknell, Jack received his M.S. degree in journalism from Columbia University in 1952. He is married to the former Marilyn L. Hanna '52, and they are parents of six children. The Williams family resides at 2128 McDaniel Ave., Evanston, Ill. 60201.

Phi Beta Kappa

Thirty-one students, 27 of them seniors, and six alumni have been elected to Phi Beta Kappa, national scholastic fraternity, at Bucknell University.

The alumni elected include men and women who were not previously elected, who graduated more than ten years ago, and who, by contributions in fields of the humane sciences and letters, have since graduation given clear evidence of the possession of distinguished scholarly capacities.

These alumni are Dr. George L. Abernethy '32, professor of philosophy at Davidson (N. C.) College; Martin Blumenson '39, senior historian for the U. S. Army; Dr. Walter G. Held '43, currently visiting professor of government and economics at the College of William and Mary and a senior staff member of the Brookings Institution.

Also David Kahn '51, author of the recently published and highly acclaimed *The Codebreakers*; Dr. Frances W. James '40, a member of the faculty at the University of Mississippi; and James P. Whyte, Jr. '43, Williamsburg, Va., assistant dean of the Marshall-Wythe School of Law at William and Mary.

Members of the Class of 1968 selected for their "scholarly achievement, breadth of cultural interests, and character" were Barbara Castagnero, Ellen Walker, Barbara Dangman, Susan Meyers, George Williams, Barbara Willumsen, William Woods, Roger Cole, and Nancy Ellenberg.

Other senior inductees include William Emmett, Paul Kindem, Alan Malitz, William Robey, Carol Bateman, Barbara Mattich, Marilee Shepler, Nancy Woernle, Carolyn Buch, Bruce Boyer, Marcia Glendening, John Willis, Diane Denfield, Dorothy Hornberger, Christina Moyer, Roger Hamstra, Nancy Pedersen, and Richard Pritsky.

The four juniors selected were Ronald Billings, David Ackerman, Judith Chubb, and William Lee Douglas.

New Marketing Director

J. Dudley Waldner '46 has been appointed marketing director of Edison Electric Institute, New York, N. Y.

Dudley joined the Pennsylvania Power and Light Company on completion of his duties with the U. S. Navy during World War II. He went to the Grand Union Company in 1953 as manager of public relations and assistant to the president. He was named as associate editor on the staff of the Edison Electric Institute in 1956, transferring to the sales division in 1957. He was appointed assistant commercial director in 1962.

Dudley is a member of the Shelter Island Yacht Club, the Bison Club, the Bucknell Parents and the board of directors of the Culinary Institute of America. He is married to a classmate, the former Jean Newsom. Two of their five children are now at Bucknell, Jay Jr. '69, and Deborah '71. The Waldner family resides at

10 Ferncliffe Terrace, Glen Ridge, N. J.

Personnel Manager

Richard D. Atherley of O'Hara Township, manager of industrial relations at the Atomic Equipment Division (AED) of Westinghouse Electric Corp., Cheswick, has been appointed to the newly-created position of manager of personnel for the company's atomic power divisions.

Richard, who first joined Westinghouse in 1955, will be responsible for personnel policies and basic programs for the atomic power divisions and will oversee directly the divisions' industrial relations function at Penn Center-Forest Hills.

Included in the structure of the atomic power divisions are the atomic equipment division, nuclear, fuel division, advanced reactors division and pressurized water reactor division. There are plants or development laboratories in Cheswick and Waltz Mill, Pa.; Tampa and Pensacola, Fla.; and Columbia, S. C.

Richard was graduated from Bucknell University in 1949 with a B.S. degree in business administration. Following three years in the Marine Corps, he received his M.B.A. degree in management and industrial relations from the University of Michigan in 1955.

He has held industrial relations and employee relations positions at Westinghouse plants in Bloomfield and Trenton, N. J., and Lester, Pa., and was with Celanese Corp. briefly in an industrial relations capacity. He was appointed manager of industrial relations at Cheswick in 1965.

At Bucknell, Atherley was a member of Lambda Chi Alpha fraternity and Omicron Delta Kappa honorary society.

He is chairman of the operating committee of the Upper Allegheny Valley Chapter of Junior Achievement, and is a member of the New Kensington Area Chamber of Commerce, Pittsburgh Personnel Association and Allegheny-Kiski Valley Personnel Association.

Richard and his wife, Margaret, and their three children live at 618 Glengary Drive, O'Hara Twp., Pittsburgh.

IN MEMORIAM

Mrs. Herbert L. Spencer

Mrs. Mildred Pollard Spencer, 73, widow of Dr. Herbert L. Spencer, former president of Bucknell University and foundation executive, died Friday, April 26 at Geisinger Medical Center, Danville, after an extended illness. In recent years Mrs. Spencer made her home at Newfoundland, Pa.

A graduate of Margaret Morrison Carnegie College in Pittsburgh and a former instructor in chemistry at that institution, she was married to Herbert Lincoln Spencer at Whitney Point, N. Y., in 1916.

Dr. Spencer served as president of the Pennsylvania College for Women, now Chatham College, at Pittsburgh from 1935 to 1945, when he became president of Bucknell. From 1949 until his death in 1960, he was executive director of the Samuel H. Kress Foundation in New York City.

During the four years that her husband served as Bucknell president, Mrs. Spencer won the appreciation and regard of thousands of Bucknellians for the gracious way in which she performed her duties as the official hostess of the University. For those years, Mrs. Spencer served as president of the Campus Club, an organization of women faculty members and wives of teachers and administrative officers at Bucknell. In this capacity, she directed an extensive program that made a very real contribution to both the cultural and social life of club members.

Perhaps the best expression of the regard in which she was held may be found in this paragraph from the resolution adopted by the Bucknell Board of Trustees when Dr. Spencer left the presidency in 1949:

"Mrs. Herbert L. Spencer identified herself with the community's activities, becoming a member of many of the women's organizations of Lewisburg. Her gracious hospitality, sincerity, and executive ability aided the causes in which she interested herself and endeared her to all who had the privilege of knowing her. The citizens of Lewisburg are sorry to see her sever her official relationship with Bucknell University and the position she graced so charmingly."

Mrs. Spencer is survived by two daughters, Sally '53, wife of David L. Hurwitz, Esq. '47, of New York City; and Nancy, wife of LeRoy Schiller, of Ligonier; and three grandchildren.

B. Meade Wagenseller '95

Dr. B. Meade Wagenseller '95, until his death on May 19, 1968, was the oldest living Alumnus of Bucknell University. He was 95 years old.

A native of Selinsgrove, Dr. Wagenseller graduated in 1891 from the Missionary Institute, Selinsgrove, the forerunner to Susquehanna University. He attended Bucknell from 1893 to 1895, receiving his bachelor of arts degree in 1895. The University of Pennsylvania awarded him a master of arts degree in 1902 and he received a doctor of pharmacy degree from Temple University in 1923.

Dr. Wagenseller served on the faculty of Temple University from 1906 to 1937. He also taught chemistry at Drexel Institute of Technology and opened his own chemical laboratory in Philadelphia, which he conducted for six years. In 1942 he joined the staff of the Selinsgrove State Hospital as director of the clinical laboratory. He remained in that post until 1959.

Amandus M. Smith '01

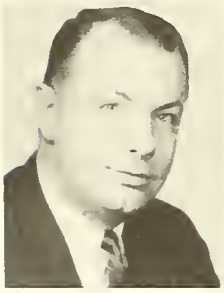
Word has been received of the death of Amandus M. Smith '01, at his home in Elkhart, Ind. He was 93.

A native of Kutztown, Pa., Mr. Smith was a major in mathematics at Bucknell and was a member of the varsity baseball and football squads. He became head of the mathematics department and the first football coach at Elkhart High School in 1902, serving in that capacity until 1906. His 1904 Elkhart High football team was unbeaten and unscored upon.

Mr. Smith left the teaching profession in 1906 to become city engineer in Elkhart. He left that post in 1915 to serve as an engineer for private construction firms in Michigan, Ohio and Florida.

Exploring New Directions For Alumni

Andrew W. Mathieson '50
Retiring President
The General Alumni Association



James E. Pangburn '54
Vice President

Robert D. Hunter '49
President

Kenneth Bayless
Esq. '42
Vice President

Peggy Deardorff
Garret '52

Douglas W. Burt '42

Dorothea Bitner
Kleppinger, M.D. '44

The Rev. Paul
M. Humphreys '28

Richard D.
Atherley '49

Emil Kordish '42

By Drew Mathieson '50

If anything characterizes my five years as a member of the board of directors, it is the search for new directions for The General Alumni Association—a search for new and deeper involvement of the directors in the affairs of the University. What board members agree upon is that Bucknell, like all institutions of higher education, is dealing in every present moment with the past and future simultaneously, and that our University's current character and status largely derives from its graduates of past years. In a very real way, Alumni are a top resource of the University.

This past year of service as president of The General Alumni Association has made me even more aware that the small, private, controlled enrollment university must depend on active assistance from every available source. It is hard for me to imagine a good university without a strong alumni organization. A much more difficult task is the development of specific ways in which an organization of alumni can be of optimum service to its school. Eliminating the rather obvious area of financial support, it is far from clear as to what the desirable form of alumni assistance should be. I am convinced, however, that an organized effort—not now-and-then help—is a necessity.

The men and women whose photos appear on these pages are serving five-year terms on the board of directors of the GAA. Dr. Melvyn L. Woodward '53 is the new director of Alumni relations, succeeding John H. Shott '22. Four of this group are newly elected members: Mr. Richard D. Atherley '49, Mrs. Dorothea Bitner Kleppinger, M.D. '44, Mr. Eugene J. Matthews '47, and Mr. Frank W. Strickland '46. It is my personal hope that you will get to know these people better and that you will make your suggestions about Alumni activities known to them. My successor as president, Robert D. Hunter '49, has been directly involved for the past four years in a variety of tasks for the GAA, especially the planning function, and I know the organization will be strengthened under his leadership.

Bob and I both agree on two important facts: (1) that having an effective Alumni Association is anything but a one-man job, for it takes the combined efforts of a great many people; and (2) that we need to stimulate more of you to step forward and express the interest and willingness to get active in the Alumni Association.

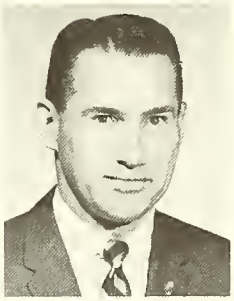
I doubt if the lives of any Bucknell Alumni would be much different if the men and women who served with me as directors would have stayed home on the three or four weekends per year this Alumni Association job takes; or if the letters, telephone calls, and local meetings that they and local club officers generate were to just not happen. Some might argue that they would be better off, at least their mail would be lighter. However, all of us who take on these jobs for The General Alumni Association believe that we are doing something worthwhile—something of value to Bucknell, to ourselves, and in varying degrees, to the more than 23,000 Alumni who are officially members of The General Alumni Association, therefore, eligible to elect the members of the board of directors and club officers.

During this past year we have advanced the reorganization of the Association according to the imaginative plans evolved by my predecessor, Dr. Walter G. Held '46. Our planning committee under the direction of Mr. Kordish is evaluating long range projects and setting long range goals; committees under the direction of George Jenkins '43 and Audrey Bishop '45 have developed plans for improved relations with the faculty and trustees; and a committee under the direction of Peggy Deardorff Garrett '52 is re-evaluating the Alumni College (which succeeded artistically and failed financially).

Jim Pangburn '54 has responsibility for the committees concerned with operations of the Association. The newly organized Council of Club Presidents Committee was chaired by Ken Bayless '42; the Parents Committee by the Rev. Paul Humphreys '28; the Alumni Fund Committee by Jean Walton Clemmer '43 and Doug Burt '42; and the Student Relations Committee by Porter Wagner '47.

Such, in brief, are some of the roles our directors play. They do it voluntarily for Bucknell and with the knowledge that many of their goals remain to be achieved at some point in the future. Our efforts this past year have been vigorous but certainly not exhaustive. There is much work still to be done, and you can help build the Alumni Association into the strong, useful, organization needed to assist Bucknell in its future development.

Dr. Melvyn Woodward '53, at right, who began duties as director of Alumni Relations on July 1, welcomes directors Pangburn, Hunter and Mathieson to Reunion 1968.



George N. Jenkins '43

Henry B. Puff '44

H. Keith Eisaman, Esq. '42

Rae Schultz Glover '49

Eugene J. Matthews '47

Jean Walton Clemmer '43

F. Porter Wagner, Esq. '47

Frank W. Strickland '46

Raymond E. Shaw '51

REUNION CANDIDS

Big Blast

Meditation

Alpinists?

March on Davis Gym

Long Time No See!

Lawn Party

Movie Stars?

Bringing LIFE to the Party

Research

I remember the time when . . .

20 Degrees Cooler Inside

Holding Up the Tent

What's 23 from 68?

Take a left at . . .

Real Texans?

Rally 'Round the Sign

Wait Until Next Reunion!

Above: Dr. C. Willard Smith, second from left, surrounded by admiring former students who attended his lecture at the "Hour With the Faculty." At left, Emeritus Professor J. Orin Oliphant chats with former student. He journeyed from Oregon to revisit the campus at Reunion.

A GIFT TO "BUCK" AND "TRIX" FROM THEIR MANY FRIENDS

(See story on Page 2.)

THE BUCKNELL ALUMNUS

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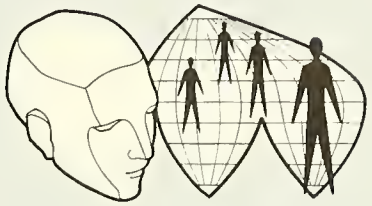

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(Evelyn McGann '18)

Woodrow M. Strickler '34

The Varied Worlds of Bucknellians

University President

EDITOR'S NOTE: Inaugural ceremonies for University of Louisville President Woodrow M. Strickler '34, H'56 will be held on Monday, November 18.

Dr. Strickler has been acting president of the university since February 1, 1968, and was unanimously elected to the presidency by the trustees on March 29.

A member of the University of Louisville faculty since 1938, which he joined as an instructor in economics, he was named vice president of the university in 1952 and was made executive vice president in 1958.

The following article was written by Mary Phyllis Riedley Boeck, women's editor of THE LOUISVILLE TIMES.

The title is new but the face and the philosophy of University of Louisville President Woodrow M. Strickler have been part of the university scene since 1938.

The face is kindly, with a totally engaging smile that suggests an intrinsic benevolence. Though baldish and bespectacled, Woodrow Strickler at 55 has never lost youth's most charming qualities—enthusiasm and curiosity. He speaks softly and thoughtfully and . . . he listens.

The two decades he served U of L as a vice president and executive vice president well prepared him for the top post on Belknap Campus. His unanimous election to the presidency of the University March 29 met with enthusiastic approval of everyone.

"I've been here a long time," he mused, "long enough to be sufficiently familiar with the problems of this university and its operations.

". . . and long enough so that nothing has come up yet to be a real surprise to me."

Though he hates to recognize "so prosaic a task," adequate financing is his greatest immediate concern.

"Here at U of L and everywhere else," he said, "there seems to be no easy solution. We must broaden our basis of financial support. We can no

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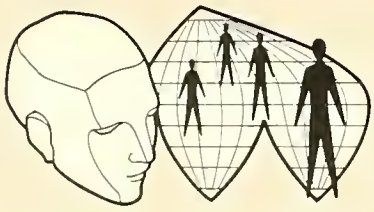
The Bucknell Alumnus



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democracy is the political form of the humane ideal
Masaryk

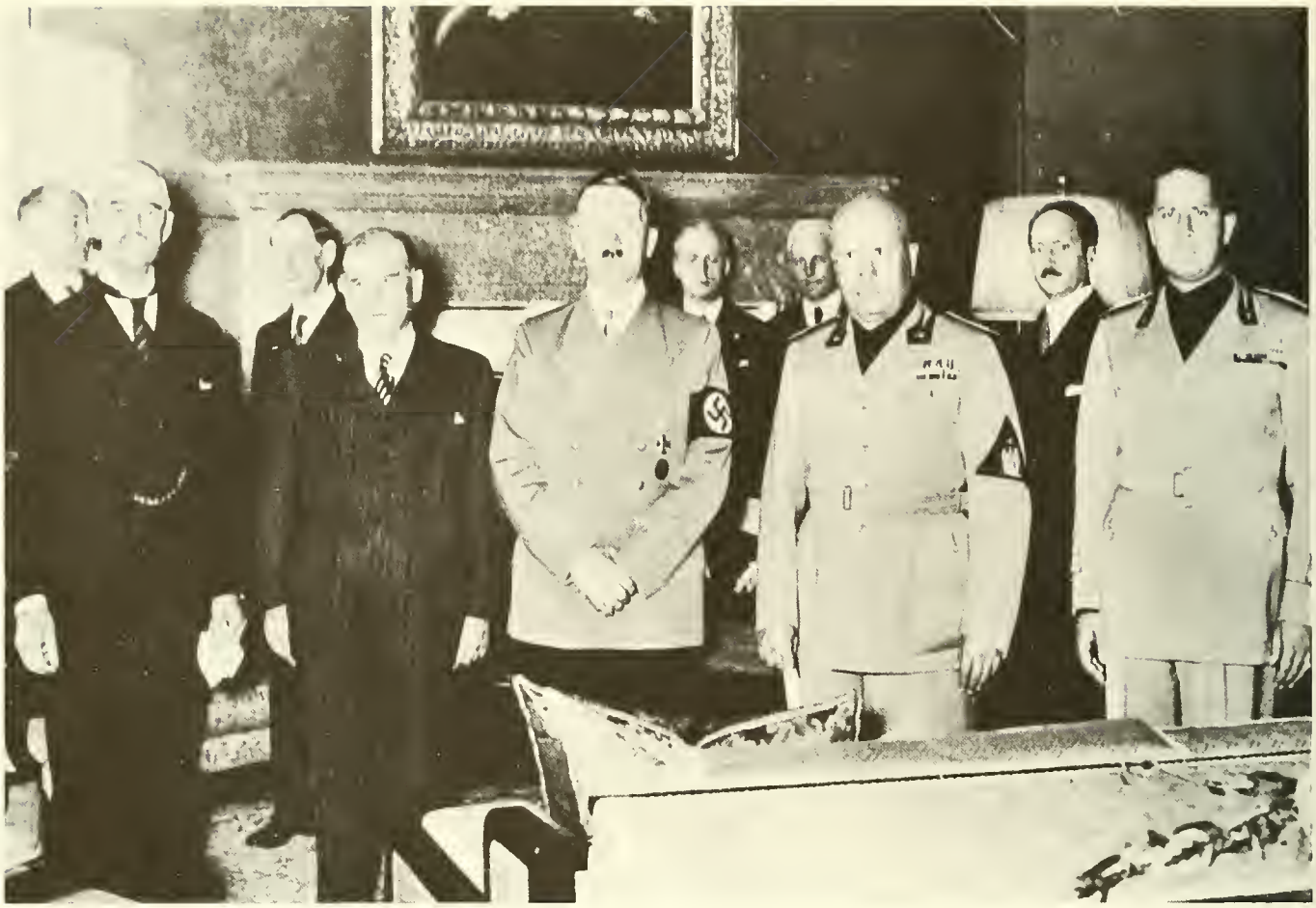
Thomas G. Masaryk

"T. G. Masaryk undoubtedly has a lot to say to contemporary Socialist people."

This was the conclusion reached by Jan Prochazka in an article published by Literani Novini, Czechoslovakia's leading literary magazine, in September 1967. The date is significant for Mr. Prochazka reportedly was a close friend of Antonin Novotny, then president of the nation and reputed to be a "hard line" communist. Four months later, Alexander Dubcek and his 'liberals' replaced Mr. Novotny, but not before Mr. Novotny had suspended publication of the magazine.

Publication of the article, entitled "14 IX. 1937," commemorated the anniversary of the death of Thomas G. Masaryk, liberator and first president of Czechoslovakia (1918-1937), at the age of 87 on September 14, 1937. Its appearance had a startling effect, and some months later, the "liberalization" drive in Czechoslovakia led to a re-examination of the mysterious circumstances in the death of his son, Jan Masaryk (1886-1948), Czech foreign minister at the time of the communist coup of February 26, 1948. Jan's "suicide" remains an event of continuing political significance.

But the life, work and outlook of Thomas Garrigue Masaryk has attained even more significance as Czech nationalism wrestles with Soviet Russia's version of international communism. Mr. Prochazka in his 1967 article called the founder of the Czech state "a passionate politician who



MUNICH 1938

"When I left Paris for Prague . . . it was the day of the Munich Conference," George Kennan reports in FROM PRAGUE AFTER MUNICH (1968). "We could see Daladier's special plane warming up on the apron as we left . . . The following day I stood on the Vaclavski Namsti and watched people weep as the news of the disaster at Munich came in over the radio loudspeakers. Six months later I witnessed the entry of the Germans."

In the foreground of photo above, from left to right, are the leaders who negotiated the Munich Pact: Neville Chamberlain, Édouard Daladier, Adolph Hitler, and Benito Mussolini. One year later, in September 1939, German armies invaded Poland and World War II began. (Photos on pages 1, 2 and 3 by Compix.)

proclaimed honorable principles, and, what is more, acted upon them." And he added: "He earned recognition, even from enemies, and that for something we no longer know, because he honored and tolerated opinions he himself disagreed with." Then, in what apparently was a criticism of the Soviet influence in Czechoslovakia from the time of the 1948 coup, Mr. Prochazka observed: "Our revolution has grown up and it is not only a Socialist revolution, but also a Czech and a Slovak one, and what is more, European." (Mr. Prochazka is now one of *Pravda's* favorite targets for harsh criticism.)

Even as the Soviet version of Machtpolitik seeks to impose its "solution" on the Czech people, nationalistic ideals have not been smothered. It took 300 years to liberate Bohemia and Slovakia after the Hapsburg takeover in 1620. And Czechoslovakia is only being liberated today within a framework acceptable to Russia, so liberalization is evidently not intrinsic to ideological communism—as some would have us believe.

What are the factors that have made this liberalization process possible? While proximity to a staunchly democratic West must not be overlooked, a key, positive factor was indicated by the re-recognition of Thomas G. Masaryk, whose memory was first condemned and then ignored in the first 19 years of communist rule. This ban included non-publication of photographs of the nation's founder, and when this ban was lifted by the Dubcek regime, young and old citizens eagerly purchased Masaryk's photo. In addition, there gradually emerged in the public mind an identification

of Alexander Dubcek and Masaryk—a process that may have severe ramifications for Dubcek after his enforced negotiations in the Kremlin.

Professor, philosopher and statesman, Thomas G. Masaryk was deeply influenced by English culture and greatly admired American democracy. He married Miss Charlotte Garrigue, an American, in 1878, adopting her name as part of his own. He had some thought of remaining in America following his marriage, but returned to Vienna to begin his academic career. He visited America in 1902 to lecture at the University of Chicago's Slavonic Foundation, and he made a triumphal tour of the United States in 1918 while he advocated the Czech cause for freedom and independence.

Some perspective on Masaryk's involvement, intellectually and politically, in the life of his times can be seen in the fact that he spent thirty-two years as a teacher of philosophy and authored eighty-four books and brochures and about one thousand articles. In addition, he was editor of several journals and a member of the Austrian Parliament from 1891-1893 and from 1907-1914. This preceded his arduous journeys abroad at the age of sixty-four to lead the Czechoslovakian program for independence and his labors to found and direct the new democratic state.

The details of the life-work of this founder-president of Czechoslovakia are recorded in Masaryk's own *The Making of a State* (1927), in Karel Capek's *Masaryk on Thought and Life* (1938), in C. J. C. Street's *President Masaryk* (1930) and in Edward Polson Newman's recent biography, *Masaryk* (1960). But one of the best critical assessments of Masaryk's philosophical and sociological views, *Masaryk's Democracy,* was published in 1941 by Dr. W. Preston Warren, professor and chairman, department of philosophy, Bucknell University. The University of North Carolina Press has granted permission to reprint here chapter two, "Democracy: Its Philosophy and Practice," of Dr. Warren's work.

Masaryk's philosophic thought—especially his life-long search for a valid normative social philosophy—formed the basis for Dr. Warren's first suggested outline of the University Course, planned in 1947 and first offered at Bucknell in 1948. The guiding ideas for such an "integrative" approach to education were enunciated by the Czech philosopher in *Concrete Logic,* first published in 1888.

Since Masaryk's deep commitment was to "democracy as the political form of the humane ideal," two of his major works are significant for an understanding of today's political struggles. His two-volume *Spirit of Russia,* published in 1913 and used by the Allies in World War I to understand and assess the role Russia would play, and his *Foundations of Marxism* (1898), a solid social and philosophical study, analyzed two elements which Masaryk saw as keys to the future. And it is essential to note that he projected Czech democracy in juxtaposition to both Russia and Communism—not JUST Russian Communism.

What is the import of Masaryk's thought not merely for the liberalization of Czech communism, but to the work of Masaryk himself? [We must, parenthetically, view this question against a background of Czech cultural history from Charles IV, John Hus and the Czech Brethren, to Havlicek (1821-1856) and Palacky (1798-1876).] What is the import for the "democratic West" of Masaryk's conception of democracy? It seems appropriate indeed to "re-VIEW" Masaryk and to reprint here one of our own faculty's statement of these conceptions.

SUICIDE OR MURDER?

Jan Masaryk was serving as Czech foreign minister in a "restored" free nation at the time of the Communist coup in February 1948. He allegedly committed "suicide" by leaping from the third-story window of his apartment in Prague. One of the ironies involved is that his father's first major scholarly work was an investigation of suicide as a mass phenomenon of civilization (1881), a phenomenon which Thomas Masaryk described as tied to the loss of "inner" religious belief. Tolstoy praised this book.

" . . . To proclaim and to practice the equality of all citizens, to recognize that all are free, to uphold inwardly and outwardly the humane principle of fraternity is as much a moral as a political innovation . . . "

THOMAS GARRIGUE MASARYK

MASARYK'S DEMOCRACY:

Philosophy and Practice

By DR. W. PRESTON WARREN
Professor and Chairman, Department of Philosophy

T. G. MASARYK ranks uniquely as a statesman of democracy, and thereby is the most effective of the Czech "Awakeners."[1] Not merely is he to be credited with building up almost over night a distinctive democratic state in absolutist central Europe, but with a comprehension of the functional nature of a democratic system which stands out among the political philosophies of history. Assuredly neither Rousseau nor Kant had so clear an understanding of the *modus operandi* of democracy, whereas modern states like America and France had thought of it too simply. Democracy could not sustain itself as sheer experimentalism or yet as *laissez-faire*.

Masaryk's was no simple-minded view. Democracy was the most difficult of systems. While mankind generally and democratic politicians in particular misconceived democracy as a simple function of majority opinions, Masaryk discovered it to be a function of morality and science, and more profoundly of a whole philosophy of cultural history. "I come to this conclusion," Masaryk said in 1912, "that to be a conscientious democrat means to think philosophically, next to take in the teaching of history, to understand evolution—the philosophy of history. The problem is: how can the determinism of [groups in] historical process be harmonized with the freedom of the individual.[2] History itself indeed points to self-determination of peoples as the essential direction of progress. The concepts of "individuality" and "nationality" are both resultants of this trend.[3] National democracy is the essential objective of government. Other systems violate human individuality and destroy their own foundations. The world has every right, in consequence, to look to every nation to move toward democratic government, and no pretense of unsuitability or lack of general interest can void their obligations to themselves and others to achieve the functions and the values of democracy. Yet a sense not just of individuality but of human mutuality is a prerequisite to surmounting anarchy and incompetence within democratic government. And while such sense of mutuality is being brought to bear right now upon our "individualisms" and "collectivisms," democracy must be more and more deliberately directed toward the common, *intertwined* interests of all.

The prime question of democracy, in truth, as J. L. Stocks has later phrased it,[4] is that of the relationship of governing and governed. Democracy was well defined by Lincoln as government of the people, by the people, for the people. Yet Masaryk early pointed out that democracy cannot be in any modern state direct government by the

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This is a slightly revised version of chapter two of Dr. Warren's Masaryk's Democracy, published in 1941 by the University of North Carolina Press and reprinted by permission. Where publisher and name do not appear in footnotes, these are given in the book's bibliography.

1. Palacký (1798-1896), historian, political analyst and advocate, and Havlíček (1821-1856), a journalist, were Masaryk's chief antecedents. See Czech Awakeners (pps. 82-84) in *Masaryk's Democracy.*
2. *Les Problèmes de la Démocratie,* p. 47.
3. *The New Europe,* Part II; cf. *Ideals of Humanity,* Chap. I.
4. *Hibbert Journal,* July, 1936.
5. *Les Problèmes de la Démocratie,* p. 52.

people.[5] These must have a voice, sooner or later, in all matters of common concern, but how they may make themselves heard and how fruitful the hearing is a critical, functional problem. The way in which democracy functions, and continues to function in character, is the key to this issue.

THERE are, in fact, three quite different possibilities in relationships of governments to people—not merely two.[6] There is that relation, first of all, in which people must obey the government with no hope of redress. This is absolutism, dictatorship, oligarchy, or some form of theocracy.[7] It is arbitrary and despotic, and, no matter how enlightened, it is repressive and inhuman. A second possibility is that in which the government shall and must obey the people. This in practice and discriminating functional theory is demagogy rather than democracy. Demagogy limits its science to the psychology of how to influence people. The motives of this influence, or goals of human government, are not carefully considered. Influence and control just for the sake of influence and control are the motif of demagogy; and this is much more clearly a dictatorship of the proletariat than the Russian system involves. Demagogy is the constant liability of a democracy, since it is a constant upshoot of parliamentarianism with its ready rendezvous for demagogues;[8] and parliamentarianism is the framework of any modern democratic government. "Democracy," Masaryk has commonly been quoted, "is discussion." Yet just as frequently he has insisted that it is not just discussion but "administration" of the affairs of all in the best interests of all.[9]

This involves a third mode of relationship; that of *interaction between governing and governed,* which allows for guidance from both sides with a constant revealing of interests and values. By this, the greatest good of the very greatest number may be actualized, and men can be, in a most significant degree, self-governing. This is actual, self-sustaining, constructive democracy.[10]

Democracy, in point of fact, is leadership as well as discussion. The issue of democracy is, in truth, the age-old issue stated by Plato twenty-three centuries ago, as the main problem of government.[11] There is, indeed, a considerable parallel between Masaryk's democratic ideas and those of the reputedly undemocratic Plato. Democracy undertakes, and must undertake, an *interweaving of interests;* so must all politics, after some fashion. But democracy commits itself to that interweaving of interests in which the maximum consideration is given to the otherwise forgotten person. Its foremost goal is "true equality—alike in the inward and the outward sphere—which extends to every citizen and to every nation."[12] Democracy is the political expression of the morally humane ideal. It is the function of democratic politics, in principle at least, "to elucidate and realize ethical principles on behalf of and in the social whole." Democracy, however, is an effort not just at justice—though that itself is "the arithmetic of love"—but at the conjoint advancing of interests. It cannot be static or yet indifferent to the common good of all people. It is, fundamentally, a releasing and empowering of men, and consequent "organization of progress in all branches of human activity."[13] "Democracy consists in the unloosening of energy," and is in consequence a "ceaseless search for union of all the vital forces in the nation."[14] "Democracy perforce desires to create the new; theocratic aristocracy wishes to preserve the old."[15] Democracy, therefore, requires the very highest grade of leadership.

DEMOCRACY, by its very nature, is the most difficult of systems. It undertakes to give maximum freedom to men, give them an ultimate voice in all matters of mutual concern, and yet to sustain and facilitate their multiple interests. Other systems may effect their aims by simplified procedures. Democracy deals in practical dilemmas, in dealing both in individual freedom and in group-determination. Democracy thus can only gain its goals by interactions on the level of enlightened understanding. This means *leadership, critical thinking, science, and philosophy.* It means training both of leaders and masses, the elevation of men to higher levels of thinking and action. Yet democracy must somehow start to function on the levels of demagogy and uninformed opinion.

This is where Masaryk parted from Plato. He believed in equality to a much greater degree than Plato: not in absolute equality surely, but in the most tolerable degree of inequalities. His social ethics and politics demanded achievement of the maximum effective equality, and, above all, of the recognition of the Kantian principle that no man should treat another person solely or even largely as a means but always mainly as an end. The social possibilities of men are not by any means to be gainsaid. Yet the actualizing of these possibilities, as Plato held, is a function of full education, dependent on a type of hierarchy rather than simple across-the-board equality. Inequality, in fact, is the very nature of individualism.

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6. This distinction is most clearly drawn by J. L. Stocks in the *Hibbert Journal* cited above. Masaryk was so intent upon the utter contrast of democracy and political absolutism that he did not make the three-fold grouping so directly. His common references to demagogy, however—as shown below—disclose that this three-fold distinction was implicit in his thought, yet that demagogy was bound up closely with "theocracy" in principle and was not really an independent, third type of political relation.

7. *The Spirit of Russia,* Vol. II, Chap. 24; *The Making of a State,* pp. 449-454.

8. Cf. especially Kamil Krofta, "Masaryk's Political Democracy," pp. 11, 12, 14-15; *Les Problèmes de la Démocratie,* p. 61.

9. *The Spirit of Russia,* II, 507; *The New Europe,* p. 68.

10. *The Making of a State,* pp. 436 ff; cf. also *Speech on Tenth Anniversary.*

11. Plato, *The Statesman.*

12. *The New Europe* (periodical), Dec. 21, 1916, p. 305.

13. *The New Europe,* p. 68.

14. *The Spirit of Russia,* II, 515; Krofta, "Masaryk's Political Democracy," p. 17.

15. *The Spirit of Russia,* II, 515.

16. Čapek, *President Masaryk Tells His Story,* pp. 180-181.

Hierarchy means organization, discipline, and order.[16] These are essentials of any forthright attempts at democracy. There "can be no government without obedience and discipline."[17]

Masaryk, thus found a condition of democracy in the Republic of Plato, emphasizing that democratic government is a function especially of leading minds and more notably still of science and philosophy. "By its very nature," Masaryk maintained, "democracy counterposes science and philosophy to theology and scholasticism." Aristocracy and theocracy have no science, but "esotericism, mysteries, and prophecies." Demagogy, also, has recourse to myths and phantasies, the preconceptions and imaginings of the uninformed. Democracy, by contrast, is the social philosophy of science. "Knowledge, critical knowledge, is democracy . . . The practical import of the Kantian criticism is found above all in this, that criticism cuts at the root of mythological aristocracy . . . Criticism, therefore, is a determinant, not of knowledge alone, but also of democratic equality and liberty. Without criticism and without publicity, there can be neither knowledge nor democracy." Modern science, aided and abetted by philosophical criticism, is the first principle of democratic thinking. It takes account of facts, wherever they are found, by constant "energetic observation," and "aims at universal agreement (of classes, people, humanity)." Yet this agreement is to be determined "solely by logical and educational methods," and not in principle, by any type of preconception. Science, therefore, in the sense of true and full science, is the very genius of democracy, since it affords to individualities the final voice in any issue.[18]

DEMOCRACY works by scientific method, and its tactics are therefore inductive, realistic, and empirical; theocratic aristocracy is deductive, unrealist, fanciful, and scholastic."[19] Democracy is a rule of men in the light of the best knowledge available, in contrast to dictatorship and to absolute authority. "The most scientific policy depends upon experience and induction. It can claim no infallibility."[20] "Logic, mathematics, and some moral maxims may be absolute, that is to say, not relative as they would be if all countries, parties and individuals had a special morality, mathematics and logic of their own; but there is a difference between the (ultimate) epistemological absolutism of a sound theory, and practical, political absolutism"[21] which denies to individuals their rightful individualities. The principle of individuality, in fact, on which democracy rests its theory and its practice, is a principle both of ethics and of fundamental science. Nowhere but in "concrete logic," with its factuality and order, could there be that justice to all individuals which democracy intends, and nowhere is there such occasion for each individual to be, in the whole complex order of nature, most totally himself. Other systems may gain order by imposition and suppression. Democracy attains its order by the arduous methods of honestly organized scientific effort. This indeed is the most difficult of procedures. It can take no short cuts. It must take cognizance of all the facts and individuals to be considered, and find their most natural posts and functions in the entire cultural system.

Yet science too depends on scientists, and they in turn are governed by philosophies of science (and of nature). These may be partial or substantially complete, humane or variously inhuman. Modern philosophy has tended toward "humanity" and a moral philosophy of culture. It has aimed at adequacies in life: "at the foundation of a new morality, at the elaboration of the new democratic political and administrative system, at democratic anthropocracy."[22] The spirit of modern philosophy may be summarized, in fact, in "three antitheses. Philosophy is absolutely opposed to theology, anthropism to theism; but this must not be taken to imply that theism is utterly false, or that anthropism is atheistic, for all that is meant is that the anthropistic outlook and point of departure has come into its own in modern philosophy. At the same time, in the political sphere, democracy is counterposed to theocracy, to theocratic aristocracy, this signifying that democracy, likewise, possesses theoretic and philosophical importance. In ultimate analysis, modern philosophy has ceased to be the queen of the sciences. It does not occupy a higher plane than the special sciences, but ranks beside them." The relationships of science and philosophy are those of reciprocal dependence. "Antitheological philosophy is based upon the sciences, and its relationship to these scientific foundations is not aristocratic but democratic." It is "a relationship of equality and equivalence."[23] Science, in turn, as I amplify in Chapter V, is indebted to philosophy for its fundamental criticism, without which science could not even justify itself; and philosophic criticism notably is the archservant of democracy.[24] Philosophy of science, therefore, is not indifferent to democracy but is its actual counterpart in theoretic culture.

DEMOCRACY, in point of fact, is more than a social point of view or system. It is a whole philosophy: "a complete outlook on the world and life." It is "a special way of regarding the universe and life,"[25] presupposing a metaphysic of socio-moral constructivity, based on an ethic of humanity and a philosophy of science. Democracy is a fight for a humanly free and unfolding world-order with no dictatorial and repressive prerogatives for any. Democracy, most obviously, is philosophic in its solution to the problem of authority. While aristoc-

17. "Masaryk's Philosophy of Life," *Slavonic Review*, March, 1930.

18. *The Spirit of Russia*, II, 510, 512.

19. *Ibid.*, p. 515.

20. *The Making of a State*, p. 467.

21. *Ibid.*

22. *The Spirit of Russia*, II, 511.

23. *Ibid.*, I, 213; II, 510.

24. *Ibid.*, II, 468 ff, 512.

25. Krofta, "Masaryk's Political Democracy," p. 2; *The Spirit of Russia*, II, 514; *The Making of a State*, p. 458, etc.

racy insists on special insights or on revelation and claims secret empowerment from on high, democracy finds its authorization in objective evidence and standards. "Democracy likewise appeals to authority, appeals to the people, to humanity, to the masses, to civilization, progress, historical development, and so on. But these objective authorities must themselves be furnished with foundations,"[26] and this is an achievement of scientifically critical thinking which may validate itself to all normal minds. Democratic authority is not private but public and discriminating.

This is then to say two things: (1) that democracy is not a simple but a complex system, and more sophisticated far than it seems in principle; it is an informed system—for nothing else can function as democracy—"democracy without thought is an impossibility";[27] (2) that it is itself a philosophic outlook, and that philosophic outlook which keeps closest to the facts, i. e., to all the facts to be critically considered. It is the social phase, in fact, of a philosophically critical and constructive realism. Masaryk, indeed, "held 'realism,' as he conceived it, to be the true aim of politics no less than of thought and of life,"[28] and, quoting Wickham Steed, Masaryk "taught that, unlike the German notion of 'Realpolitik,' realism in politics consists not of a cynical disregard of principles but of a scrupulous reckoning with facts, moral and material; that honesty is not only the best policy but the only safe guide, in public as in private life; and that character, not astuteness or trickery, is the first requisite in a statesman."[29] Realism ought, in fact, to represent the disposition to face fairly and deal with full realities, and to have a sound and adequate conception of the world and life. In its social form, realism is a recognition of human interrelations. In its broader sense, it is the recognition of the insistent character of the nature of things among which man must live. Democracy does not deny to man the right to fulfill the world order, but rather undertakes to facilitate this cosmic prerogative and moral necessity.[30] It is the business of democracy not to evade but to treat of reality.[31]

SMALL wonder that Masaryk told his people that "democracy is truly a great task, a great problem" and that problems are solved "by people who think and possess knowledge"—not by those who are "merely elected."[32] Masaryk differed from Plato in the "mutual concession of liberty and its constitutional observance" which Masaryk insisted is as fundamental to democracy as its "parliamentary and electoral technique."[33] Democracy combines, in fact, he pointed out (in his message to both chambers of the Czechoslovak Parliament, March 7, 1930), "the loyal recognition of civil personalities and the insurance of their cooperation."[34] This combination of the recognition of freedom with the necessity of wise and effective control presents, indeed, the basic paradox of democracy and makes democracy constantly a trusteeship of informed and competent leaders. "There is nothing which cannot be abused" either by leaders or their peoples. "Everything depends on whether people are decent and educated."[35] Yet this but makes the fiduciary phase of democracy that much more essential or functionally inherent. "'A truly democratic leader, cultured and critically minded,'" Kamil Krofta renders Masaryk, "will strive to comprehend the spiritual mutuality through which he has himself developed, and how much he has gained from his predecessors and his contemporaries; he will not forget the parallelism of views issuing from the same experience and from an observation of the same conditions, the same things and the same people. He will understand how these views of individuals coalesce, and how arises the so-called public opinion, the spirit of the age, the soul of the masses, or whatever one likes to call it; a truly democratic leader who is scientifically minded must think and work with the masses for the masses, but he must do so consciously for morally political reasons and will not for one moment be other than certain that all social life in its historical development is the life of distinct individuals, more or less qualified individuals responsible for their own conduct."[36] Individuals are the basic resources of nations and ultimate determiners of governments. Yet these very persons, important and resourceful as they are, need guidance in assumption of their responsibilities and, above all, in clarifying the issues of government (and life) within a democratic state.

This then is both the practical and theoretic paradox of democracy: the paradox of self-determination via enlightened and responsible leaders who are spokesmen of freedom governed by constraints of an honest, mutualist culture. Yet this is but its major paradox. Democracy is fraught through with paradoxes and dilemmas which while not so comprehensive are no less difficult and insistent. We shall consider three of these to which Masaryk gave particular consideration: the dilemma of militarism in a democracy, the dilemma of industrialism in an individualistic culture, and the dilemma of demagogy combined with bureaucracy.

THE issue of militarism is the most acute problem with which democracy has to contend. Democracy is implicitly non-militaristic since it is mutualistic in outlook and methods. Yet democracy has somehow to "protect itself against absolutism"[37] both from within and

26. *The Spirit of Russia*, II, 516.
27. Krofta, "Masaryk's Political Democracy," p. 20.
28. Steed, "Thomas Garrigue Masaryk," *Slavonic Review* (March, 1930), p. 471.
29. *Ibid.*
30. Benes, "The Political Activity and Philosophy of T. G. Masaryk," p. 15.
31. *Les Problèmes de la Démocratie*, p. 48.
32. *Speech on Tenth Anniversary*, p. 16.
33. "Masaryk's Philosophy of Life," *Slavonic Review*, March, 1930.
34. *Ibid.*
35. Krofta, *op. cit.*, p. 27; cf. Čapek, *President Masaryk Tells His Story*, p. 204.
36. "Masaryk's Political Philosophy," p. 12; cf. *Les Problèmes de la Démocratie*, pp. 103-104.
37. *Speech on Tenth Anniversary*, p. 19.

outside its constituted bounds. It cannot permit the violation of its human prerogatives without the sacrifice of its own principle and interests. The issue is an issue of preserving moral principles and values achieved through long-run history and so readily lost that no effort can be rationally spared to maintain these humanly essential gains. Not by any means is the question of military defense one just of the self-interests of a people at the moment. Nations must look to their future. The good of the majority includes those of the future. Democracy indeed is a dynamic, evolutionary motif for human relations. Its future depends on its present. Nations of men in this present are makers of lives for the future, and any humane achievement is not morally to be let drop at each threat of force.

Defense by force if necessary! This is a prerequisite for maintaining democracy. Neither passivist not yet pacifist surrender is realistic. Both are sentimentalisms, and sentimentalism is moral weakness: abandoning men to inhumanity and evil. Active, realistic, moral constructivity in outlook and effort deals in facts and situations of the moment; and not only does it anticipate but it prepares the future. This is the method of social advance. Democracy particularly cannot afford to be weak or to permit the taking away of its rights to self-government and freedom. A democratic nation must defend itself against enemies if or when these cannot be reasoned with or aligned in mutualist endeavor.[38] Democracy must achieve both a moral and material readiness in its own defense, though its primary method must be that of conference and of frank discussion.[39]

MASARYK has been accused of a failure to appreciate the extreme pacifist position.[40] The answer is that pacifism has failed to take account of actualities, assuming that the defender of a cause is the real aggressor and that there is no deliberate, misguided, and even diabolical evil, such as took advantage of the pacifist interest and spirit in the late thirties, to abolish law abiding human decency with an utter lack of consideration for wider human value. In their unrealism, the pacifists provided the opportunities for Hitler's Fifth Columns, outrages and aggressions . . .

As a reactionary movement, pacifism might serve a purpose, at times, in crystallizing sentiment and in securing appeasements between governments. But essentially, extreme pacifism is blind and weakkneed in methods, and involves the abandonment of moral good through non-resistance to evil. Pacifists, indeed, would scarcely advocate the turning over of society to gangsters. Yet that there are gangster governments and gangster policies in nations was unmistakably apparent throughout Masaryk's lifetime and since. In point of fact, the same methods (of firmness and what Roy Sellars found the British referring to as "gentling") which are needed for dealing with a nation's arch-criminals must be at hand for the arch-crime of international lawlessness and aggression. There is no basic difference between group crime inside a nation and crime which is prepared by governments outside. The same necessity for protection and discipline exists, entailing, however a much greater effort and program.

Masaryk spent days discussing this issue with Tolstoy in 1887 and in subsequent visits to Russia. "I held," he said, "that we must resist evil always and in everything, and maintained against him (Tolstoy) that the true humanitarian aim is to be ever on the alert, to overcome the old ideals of violence and heroic deeds and martyrdom, and to work with loving kindness and wholeheartedly even in small things—to work and to live. In extreme cases, violence and assault must be met with steel and beaten off so as to defend others against violence."[41] The idea of capitulating to force or aggression was for Masaryk undemocratic and unchristian.

SHOULD Czechoslovakia have had an army and have been as much prepared for self-defense as was reasonably possible? To Masaryk this was obvious. The age-old danger of aggression had been accentuated by pan-Germanism of which Hitlerism became the over-ripened fruit. The freedom of the Czechs and Slovaks, regained after three hundred and a thousand years respectively of oppressive servitude, could be lost over night—as in fact it was through British unpreparedness and pacifist efforts at appeasement. Negotiating strength lay in Czech preparedness for defense, if only this had been given oppotrunity to function. Czech soldiers served their purpose in the early days of peace, and they served a purpose later in making breach of peace more difficult. Not that they alone by any means could have kept the independence of their country, but they were a formidable factor for restraining and holding off enemies until or while other factors and forces joined in defense. That political intrigue and pressure broke down all plans for defense is not to be charged against Czechoslovakia or against Masaryk's philosophy, but against the lack of realism which engulfed the post-war world. The loss of Czech national culture and defenses soon proved, as anticipated a clear boomerang to human interests and values.

War, Masaryk maintained, is not the worst evil that can befall mankind, though it brings many other evils in its train.[42] The worst evil is that men should lose their sense of the moral principle of human individuality and be unready to stand up for the inviolability of persons and peoples. The principle of individuality, in fact, is the foremost principle of peace. Peace is not at all a separate end or value. Peace is but a state of constant interaction which is substantially wholesome and right. The loss of life by suicide and murder is greater actually in proportion in the times of "peace" than in times of

38. *The Making of a State,* pp. 59 ff, 457.

39. Krofta, "Masaryk's Political Democracy," pp. 19-20.

40. *The Manchester Guardian,* July 24, 1936, review of Ludwig's *Defender of Democracy.*

41. *The Making of a State,* p. 59; cf. Čapek, *President Masaryk Tells His Story,* p. 166.

42. *The Making of a State,* p. 61.

war. War, in consequence, is only relatively a greater evil. Peace should be the function of the moral, cultural maximizing of humanity, affording positive expression to the social conception of justice. When peace is not established on this basis the world already is essentially at war. The major difference lies in the methods of war. Should those methods actually consist in sacrificing lives of people without permitting them any defense, the war has features which are assuredly as bad as in overt fighting. Defense of *actual* peace, with mutual rights to culture as to political self-determination, is a moral obligation of any nation—though war itself does not create peace but suffering. There is a great difference between defensive and aggressive fighting, ultra-pacifists to the contrary; and the motives of these two can be readily distinquished.[43] The most that self-defense can do, indeed, is first of all to show the nation's will to live at almost any cost, and secondly to uphold its own integrity and right to manage its particular affairs. These are moral values, which can more readily be conserved than they can be regained, involving individualities of people.

IT is from this realistic viewpoint, against the background of Masaryk's whole moral and social philosophy, that we must understand his insistence on the democratic necessity of self-defense and his strong advocacy of collective security as an essential of peace. Attempts to violate the individualities of nations are attempts to violate the personalities of the people who comprise them. Such attacks on human individuality as a first principle of moral life must be met by active resistance. But in so far as nations which are essentially moral in motives can organize to maintain order and advance human interests, the problem of defense can become simpler and more hopeful.

It can, assuredly, be reasoned that democracy has no hope of vying with outright militarism in its own defense and that once it undertakes to offer competition it has sold out to militarism and aggression. Yet this is not a crucial issue. The history of the post-war democratic world is not that of any such direct selling-out of militarism but *rather to unrealism and sentimentality*. Whether militarism becomes a permanent state in any democratic country is a matter not of the acceptance of a strong militarist program to meet some emergency but of the actual democratic spirit of the people themselves. They need not subscribe to militarism after the international crisis is past; and, in fact, in both Britain and America they reacted so strongly in the other direction after the first World War as to be incapable of dealing with realities. The problem is not to any high degree, in well-established democracies, that of surrender to militarism inside the nation, *but rather that of realism and competence* versus sentimentalism and sheer laissez-faire. That democracy, when fully alert to its task, can cope with militarism on the outside, is another matter. Here indeed is where the freedom and the genius of the human spirit has its incomparable advantage over purely mechanized and coerced efforts. Lord Tweedsmuir tells of how in the last desperate German drive in the spring of 1918 there were thirty-seven divisions of the British Army to withstand seventy-five divisions of the Germans, and how in that moment when the British line had bent until it actually was quite broken: then, as in the Battle of Britain in WW II, every Britisher did what he had not been trained to do. He improvised, met the crisis with heroic insight and abandon, and saved the day for Western Europe. The Germans improvised too, and thereby they impaired the function of their plan.[44] None of their generals, Masaryk pointed out, showed great generalship: whether Hindenburg or Ludendorff or any of the others.[45]

THE test of any democratic state is the democratic spirit of its army. Masaryk was completely committed to a democratic army for a democratic state, and he had faith that this, with democratic union in a Society or League of Nations, could maintain and advance his nation and democracy throughout the world. "Our army must be democratic," he insisted. "The old barriers between civic life and the army must fall. There must be no distinction between the two spheres. We do not want to have an imperialistic army. Our soldier must know and be imbued with the principles of genuine humanity. None the less—indeed for that very reason—he must be a man of courage in accordance with the old tradition of: 'Every Czech a Captain!' Even in the instance of the army, ideal and spirit are the first consideration."[46]

"Our State arose out of war and through war," Masaryk said in an address to an army deputation on the fifth anniversary of the proclamation of the nation's independence; "but its actual rise we owe to our own determination, and that of all the nations of Europe and the world, to put down the system of violence that was based on the old militarism, to liberate the oppressed nations, and thus to strengthen and extend democracy . . . I know that the opinion is still widespread, that an army must be always ready for attack, and that if it is designed in advance merely for purposes of defense it cannot be either properly trained in the military sense or feel confident of victory . . . I can only concede that an army which is genuinely democratic and thus purely defensive presupposes *a higher personal and civic morality* (italics added), especially loftier views as to what is real character, valour, and heroism. It is the task of the military authorities to train up and consolidate the army in this loftier spirit. Even a democratic state demands sacrifice of its citizens and its soldiers—a readiness to secrifice their lives should this be necessary. To demand from citizens the sacrifice of their lives, to demand that from citizens who are thoughtful and conscious of their responsibilities

43. *Ibid.*, pp. 59-60; cf. p. 457.

44. J. Buchan, *The King's Grace*, 1910-1935 (Hodder and Stoughton, 1935), pp. 210-215.

45. *The New Europe*, p. 41.

46. Krofta, "Masaryk's Political Democracy," p. 34.

—this involves precisely the highest stage of personal and civic morality."[47]

Democracy produces, or can produce, the highest and the greatest type of soldier because democracy develops men. The human factor is its speciality. This is at once, indeed, its danger and its strength; for it permits untrained and inefficient people to have an equal voice in and even manage its affairs. Readjustments in a time of crisis, accordingly, are slow and difficult; and since almost every time is in some respect a time of crisis, democracy entails that men and nations are quite continously getting into difficulties and spending an immense amount of their resources in trying to get out. A recompense, or consolation to be more exact, is that they do not commonly get as far into difficulty as non-democratic states, and can therefore get out at a lower cost. But the dangers of unreadiness and inefficiency are great, so that democracy can only really be protected and advanced by unalloyed and informed work.

THIS brings us to the second dilemma or problem of democracy: the dilemma of industrialism in an individualistic culture. Here, again, however, Masaryk does not seem to have had the difficulty, which is rife in democracies, of confusing democracy with its purely political phases, and of failing to see that democracy is a principle of industry as well as of politics. Democracy, he maintained, is a system of work. Its foremost issue is the organization of labor. "Democracy demands that all shall work." Yet "democracy aims, not merely at work, but at the spirit of industry." The democrat triumphs by work, physical and mental, "over the aristocratic ideal of indolence and violence." The whole motive-force of democracy is the organization of socio-personal life for purposes not just of immediate advantage but conjoint progress. And since democracy is the most difficult of systems, democracy is largely work: "co-effort by all for the state as a whole." Democracy demands constant and positive work in detail.[48]

This does not mean, however, any necessary loss to human individualities, for this is the very ground on which individuality can express and maintain itself: i. e., on an industrial basis.[49] This is the condition for the preservation and advancement of all individualities with which democracy is in principle concerned. The exploitation of individuals and mechanizing of their lives is still another matter. This is not to be surmounted by the abolition of industrialism but by social morality and a truly democratic culture.

FROM Masaryk's standpoint, in fact, the concept of democracy was a principle neither just of politics nor of industrial life. It was, as we have emphasized, a whole philosophy of culture. "Genuine democracy," he stated, "will be economic and social as well as political."[50] Democracy, above all, must be moral and religiously spiritual in its character and program. This means that it must put socio-personal interests in the foreground of its thinking, establish these on the solid foundation of morally just inter-relations of people, and maximize their interests from the angles of culturally wholesome and expansive associations of people in all spheres of life. True democracy is a democracy of culture as well as of bread and of votes.

From this standpoint, indeed, it is important to consider Masaryk's view of the relationship of democracy to socialism, and of individualism to both nationalism and internationality. These relations have been the sources of a great deal of confusion. What is the modicum of truth from which each of these sundry viewpoints gains its special strength? This was Masaryk's specific concern. And Masaryk, in point of fact, showed the actual harmony of individualism with nationalism and of nationalism with international democracy. The principle of individuality, he emphasizes repeatedly, is the stronghold of democracy: acknowledging and, in so far as possible, providing for the "rights" of men as individual citizens. But nations too, he pointed out, are individuals: natural groupings of mankind, with common backgrounds and closely interacting interests. States may differ widely from nations. The former may be artificial and amorphous. States, at best, are instruments or agencies of nations. Nations are the normal functioning unities of people. Democracy extends also, naturally, between "nations," despite the lag of international morality and lack of democratic understanding in many, if not most, nations.[51] A fundamental problem in the solution of world problems is just this extension of democracy to relationships of nations (and how in the meantime a democracy can interact with non-democratic nations). But between love of one's own nation and internationality there is no cleavage. One cannot be effectively international in outlook and action without due loyalty to one's own country first of all and to other nations via this national loyalty. Proper devotion to or concern for one's own nation involves, in fact, a just regard for the interests of others.[52]

IF nations are, however, or at least may be, individualities, this same obtains for other groupings, such as those who in an aristocratic social order are distinguished as the "workers." Not only are they separate individualities, as persons, and entitled to consideration wherein no man shall use another man mainly as an instrument for his own ends; but collectively they form a natural unity in essential interests and functions. The only problem from this standpoint is that there should be any other healthy adult group than that of those

47. *Ibid.*

48. *The Spirit of Russia*, II, 509; Krofta, "Masaryk's Political Democracy," p. 17; *Les Problèmes de la Démocratie*, pp. 34, 35, 43, 58; *The New Europe*, p. 68.

49. Cf. L. P. Jacks, *Constructive Citizenship*, Garden City, N. Y., 1928, for an industrial version of morality.

50. *The Making of a State*, p. 440.

51. *The New Europe*, pp. 67 ff.

52. Čapek, *Masaryk on Thought and Life*, pp. 212-213.

who are workers. "Democracy demands that all shall work." In a democracy *per se*, "there are no men or classes exploiting the labour of others." That would be a violation of the principle of individuality from which democracy obtains its validation and its virtue. "Democracy aims, not merely at work, but at the spirit of industry." It is, as we have stated, "the organization of progress in all branches of human activity," and finds its special power in the unloosening of all energies. Democracy is, accordingly, a principle of labour.[53]

There should be no substantial difference, therefore, from this standpoint, between individualism and socialism. The public and private sectors interact, and each should be given its best place in the whole. Indeed, individualism must itself be social to be democratic and effective, not exploiting but supporting and advancing personalities. Democracy, indeed, "is based on individualism;" not "capricious individualism" such as Stirner's or Nietzche's, but "rather on the effort to strengthen individuality and the sense of individual responsibility." Democracy bespeaks "the sense of social solidarity."[54] If groups themselves, moreover, are in natural circumstances also individuals, it follows that the emphasis on group interests, whether of the workers or any other natural group, is implicit in the very structure of democracy. Group interests must, in fact, be maximized to provide for individuals. The truth and worth of socialism consists distinctively in this emphasis on the *values of the inter-relations of totalities of persons,* in distinction from some favored few, and *above all, on the value of work and the workers.* "My socialism," Masaryk said of his own view, "is simply love of one's fellowmen, humanity. Humanity strives to improve conditions through law and order."[55]

THIS assuredly is not the viewpoint of Marxist communism; but that itself, we shall find, is a violation of sociology and history. It fails to recognize the different kinds of work and human values, and notably the principle of individuality itself.[56] The essential equality which democracy asserts to be the only valid principle for human living in society, entails the right of everyone so far as he is capable to share in every form of opportunity and in all phases of culture. Democracy in substance "proclaims not merely political equality but also economic, social, moral, religious, and spiritual and intellectual equality generally;" and "aims at 'fraternity not merely in respect of daily bread but also in rights, in science and learning, in morals and in religion.' "[57] Democracy therefore requires the definitive organizing of society for facilitation of the lives and individualities of peoples. This is individualism in its best functional form—*concerned for building up of individualities.* Yet it is also socialism in its true functional meaning: advancing groups (as groups), and work. It is not "communism" in any usual understanding of that term. Yet no simple sharing of all human goods nor any largely mechanistic economics can do justice to the complex spiritually moral brotherhood of man. Only an effective concern for men and a politically just balancing of all types of interests can serve men's group life soundly or adequately and advance human society. This is a function of leadership, science, and work.

There remains then the dilemma of combining demagogy with bureaucracy in a democracy. Here is where Masaryk differed most sharply from Plato. Masaryk had faith that the masses of men could rise to self-government and that philosophical thinking and living is not the prerogative only of philosopher-kings. It is the potentiality and right of the masses. Just as Comenius would have taught metaphysics to children,[58] within the compass of their apperceptive possibilities, Masaryk undertook to teach men generally to think scientifically and philosophically. Not that they could grasp it all at once, but that they could grow in understanding and in critical acumen, and achieve constructivity for the surmounting of issues. They could, furthermore, help to educate their leaders. Leadership was a mutual, interactive, progressive affair; a matter of growth along with intelligence.

The problem basically, however, is not that of bureaucracy within a democracy but that of the autocracy of demagogues, who try ignorantly if somewhat innocently to assume authoritative roles. For in so far as experts are employed as advisors, in the spirit of humanity, there is no problem for democracy. Both the preservation and advancement of the rights and duties of mankind for succeeding decades and centuries make the often-unappreciated services of experts unavoidably essential. And in so far as men want to dispense with or lessen their dependence on bureaus or experts, they must themselves achieve such range and depth of knowledge that they themselves no longer are only citizens but experts.[59] This is the prime issue: thorough-going, fundamental education of the masses and their leaders.

DEMOCRACY requires of men that they should be prepared at least to judge the wisdom of advisors and to be in that more-or-less direct sense self-governing. It stands to reason that democracy cannot be developed or maintained without intensive and inclusive culture. "Democracy means constant training for democracy . . ."[60] and not in politics or government alone but in general education and culture. Not that demagogy is the sole possession of the democratic systems; dictatorships depend on it for absoluteness. But right there is the dan-

53. *The New Europe,* p. 68; *The Spirit of Russia,* II, 509.

54. *The Making of a State,* p. 464; cf. *Speech on Tenth Anniversary,* p. 22.

55. *Ideals of Humanity,* Chap. II; Ludwig, *Defender of Democracy,* p. 55.

56. *Die Grundlagen des Marxismus,* cf. especially Chaps. V, X, XII; also *Ideals of Humanity,* Chap. II.

57. Krofta, "Masaryk's Political Democracy," p. 2.

58. *The Spirit of Russia,* II, 511.

59. Krofta, "Masaryk's Political Democracy," p. 28; cf. *Speech on Tenth Anniversary,* pp. 15 ff.

60. *Ibid.,* p. 19; cf. *The Making of a State,* pp. 444 ff.

ger of autocracy within democracy itself. Absoluteness is the characteristic of badly informed individuals and groups, of those whose training has been too narrow or too shallow. Democracies lend themselves in sweeping fashion to this source of exploitation. Between the demagogue and the narrow expert, they are in constant danger within as likewise from without. The demagogue has no basis for collaboration with the expert. The demagogue lets words do duty for ideas and for things: "good round words." He both gains election and also undertakes to solve his nation's problems by slogans and catch-phrases. "Watchwords" are essential, and may express high principles but there is a significant difference between watchwords and catch-phrases. "To speak uncritically (even) of the will, instinct, and sound-common sense of the masses . . . the people, the nation, the party, and the like, is generally . . . only a proof that the man who speaks thus does not think in scientific terms, that he has no clearly defined political aim, and that he believes in miracles." The demagogue's objective, in fact, in so far as it is not just merely gaining some advantage for himself and partisans, is that of compromise between opposing extremes. He does not have the viewpoint of sound policy based on knowledge of historic culture and of the concrete facts of his state in the actual complex order of his continent or world. Compromise of method and of detail is indeed essential in democracy, but not compromise of principle nor yet compromise as itself an end.[61]

THE issue, therefore, is not one really of bureaucracy within democracy but of demagogy and quasi-bureaucracy. Without the achievement and the preservation, in fact, of a significant cultural level "neither the parties, nor democracy nor parliament can be guarded from demagogy;"[62] and science cannot be brought to function to advance the human interests of the nation. Small wonder that Masaryk arrived, long years ago, at the conviction that to be an honest democrat means to think philosophically; that the problem is one pre-eminently of both science and morals, and that the attitude of the democrat "who reflects" is "not to seek what is called the golden mean between the right and the left" but deliberately to consider "the reality."[63]

This indeed is a large undertaking for the great masses of men, and Masaryk not merely conceded but insisted that it is primarily the function of leaders. Democracy can no more be sustained as democracy without educational, moral, and political leaders, who prepare their people in culture and truth, than political aristocracy could function without men who could be employed as the workers. The analogy, indeed, is close; for democracy demands as the leaders of nations men who while aristocrats of character, knowledge and wisdom, are the nation's main servants. The difference is that democracy is concerned with maximizing humanity and that its leaders are its leading workers.

Democratic politics, in point of fact, is management and leadership: "democracy therefore has its constant and urgent problem of leadership—that is, it has to train and educate leaders . . ."[64] Democracy "is itself a constant striving for political education and for the education of the people, and education is, in high degree, self-education." Practically this is a question not just of schooling in the academic but a wider sense. "In all democratic countries," Masaryk wrote in the 1920's, "leading positions are now being taken in politics and in the public services by men devoid of higher education. How to preserve the special knowledge that is required in government, administration and in Parliament is a problem that arises in every democracy as soon as the center of parliamentary gravity shifts toward the great popular parties . . . Yet it is true that the academically-educated and capable official is often inferior to the experienced organizer and party leader in knowledge of men and in practical capacity for dealing with parties, Parliament, and the Government; for political sense and statecraft are not to be acquired solely by schooling or even by administrative experience. Moreover, the problem of the educated comprises that of the semi-educated. Semi-education, as a transitional phase of our period of transition from theocracy to democracy, is the peculiar curse of our society and our era. Democracy has therefore to find means of turning semi-education into education": and of making this latter more full-blooded and concrete as well as most soundly basic.[65] This again, however is a function of the interaction of leaders with each other and with those who are less educated. The masses themselves accordingly must help to educate their leaders.

QUITE specifically, furthermore, democracy is a function of the Press. Its members have a direct educative function, without which democracy surrenders to mythology and autocracy. Publicists are or ought to be the nation's leading democrats, providing an extension of parliament to all of the people. *But this requires that they be faithful to a responsibility or trust,* and, rather than betray their public through misconstruing or creating news, that they present the truth with precision and informed acumen. "Hence the responsible and splendid task of journalism in democracy!"[66]

There is no clearer statement of the moral limits of a free yet democratically functional Press than Masaryk's elaboration of his own war-time principles of propaganda: "Not to abuse" or "underrate the enemy; not to distort facts or make boasts . . . to let facts speak for themselves, and use them as evidence . . . to influence by ideas and arguments and remain personally in the background; not to be an opportunist, not to snatch at the things which

61. Krofta, *op. cit.*, pp. 12, 18-19; *The Making of a State,* pp. 466-467.

62. Krofta, *op. cit.*, p. 15.

63. *Les Problémes de la Démocratie,* pp. 47-48.

64. *Speech on Tenth Anniversary,* p. 19.

65. *The Making of a State,* pp. 437, 445-446.

66. *Speech on Tenth Anniversary,* p. 19. "The daily press," he said in *The Making of a State,* "enjoys a real albeit not a codified right of initiative and referendum. In this right lies its great responsibility," p. 448.

pass with the day, to have one plan and one standard in everything; and one thing more—not to be importunate . . . To lie and exaggerate is the worst propaganda of all."[67] "Some among us," he said, "thought that the whole art of politics consists in gulling people. Until we stopped them, they tried to disseminate 'patriotic' untruths, forgetting that falsehoods can be exposed. Our enemies used these untruths against us."[68] These principles of propaganda, Dr. Beneš pointed out, were those of the "scientific and truthful propagation of knowledge."[69]

This is an especial responsibility of the Press in a democracy. Negatively, a really democratic Press must be opposed to ignorance, obscurantism, lopsidedness, exploitation, oligarchy, and anarchy.

We have, therefore, in Masaryk's view of democracy a clear-headed concern for socio-moral standards and ideals along with a recognition of the realities to be dealt with and the problems arising from these. He is no purist, though strict in the standards he espouses. He is a functional social realist. But his functional realism is far from a superficial or a purely temporalistic practicalism. It is a complete philosophy of reality and culture. It requires all its statesmen to have a comprehensively informed viewpoint on human principles and values and that they may be conscious of its humane import and outlook. Its foremost problems indeed are not so much technical or theoretic, important as those phases are. Technicians can find ways to cope with them; democracy is allied directly with science. The primary problems of democracy are spiritual and moral: issues of the *quality* of men's mental culture. Men are not democrats at heart when they are derelict in moral or religious perspective. People characteristically think to gain through other's loss. Revolution and reactionism show that men do not tend to think of making changes in society except through substitution of one system of oppression for another. To take the viewpoint of the entire group or nation and of *outright mutuality in maximizing interests demands a thorough change in quality of views and in fundamental motives.* Democracy requires "a new man, a new Adam . . . A democratic republic is a matter of principle . . . To proclaim and to practice the equality of all citizens, to recognize that all are free, to uphold inwardly and outwardly the humane principle of fraternity is as much a moral as a political innovation . . . As I have shown when writing of Russia, men are wont to make their earthly and heavenly gods in their own image. They are anthropomorphist . . . Most of them are guided, in theory and practice by analogy . . . not by creative understanding."[70] Democracy demands that men be moral and that they also be morally creative; that they gain critical yet sympathetic perspective and live in terms not just of social solidarity but of social, and indeed cosmic, creativity.

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MEN'S democratic culture, nonetheless, cannot be a matter purely of religion and morality in isolation from techniques and understandings. Both religion and morality, we shall see in succeeding chapters, are functions of men's metaphysics and therefore of their concrete logics. Whole thinking is the logic of democracy. Men must understand and know, and they must know the why of what they know, in order to be morally and intelligently democratic. The freedom of enlightened consciences is the primary, basic freedom man can have: the freedom which illuminates and expands the understandings, outreach, and control of life. This is the freedom which democracy in principle affords. Whether this is actualized to any marked degree throughout the diverse spheres of life depends not on democracy but on its advocates and beneficiaries.

67. Čapek, *President Masaryk Tells His Story*, pp. 252-253.

68. *The Making of a State*, p. 81.

69. "The Political Activity and Philosophy of T. G. Masaryk," p. 6.

70. *The Making of a State*, p. 443.

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Dr. W. Preston Warren

The First Armistice Day:

November 11, 1918

By Mrs. Chester R. Leaber
(Evelyn McGann '18)

THE 50th Anniversary of the first Armistice Day inspires the Classes of 1918 and 1919 to recollect and to make some comparisons with today.

World War I and the decade following the Armistice on November 11, 1918, so shaped the make-up, character and lives of the members of the classes of 1918 and 1919, that it seems appropriate in November 1968, fifty years later, to recall memories of those momentous times and make a few comparisons between then and now.

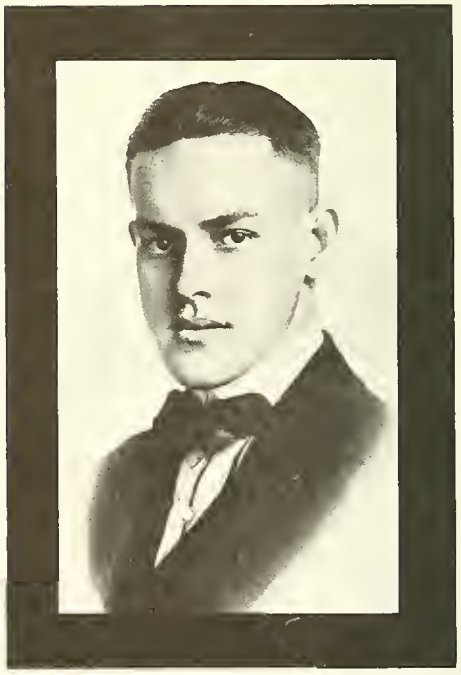
The distinctive name of Armistice Day has been changed to Veterans Day and two years hence even the distinctive date will be lost and the two minutes of silence in tribute to the men who fought in World War I will be but a memory.

Starting in the year 1918, Market Street in Lewisburg was paved, and cluster lights were erected every few feet. We thought it looked like a boulevard! The daily commuters to Bucknell from Williamsport, Allenwood, White Deer, West Milton and Winfield came and went on passenger trains on the Reading Railroad, and from Watsontown and Milton, on an hourly street car. There were only about six motor cars on campus, for the traveling was slow and dusty on unpaved roads. Creature comforts did not matter too much. If we were not affluent, we did not know it. We cherished the ethical values we had been taught. We had "everything but money," and our main idea was to enjoy getting an education.

Germany's resort to unrestricted submarine warfare forced President Woodrow Wilson to declare war on Germany, April 6, 1917, to, in his words, "make the world safe for democracy." By this time, two Ambulance Units had already been formed by Bucknell volunteers from Classes '17, '18, and '19. They landed in France, August 1917. Both of these units were awarded the Croix de Guerre by Marshal Petain, and every member of the two units won an individual citation. From these units came Bucknell's first casualty, Reginald S. Newberry, U. S. A. A. C., on January 13, 1918.

THE government adopted a selective service act on May 18, 1917, which required all men between 21 years and 30 years to register for the draft. Most students entered the classes of 1918 and 1919 when they were 16 to 17 years old. They were too young for the draft, so they continued to enlist in increasing numbers. These events account for the decrease in the number of graduates in 1918, being 88, and 1919, only 85. So at least 150 members of our two classes volunteered in some service. We were young in years as well as sophistication, but mature in patriotism. Everyone sang "Over There" to let the world know the Yanks were coming.

Many of the young men enlisted in any capacity in all of the services and also in many Officers Training Camps. I know of some who stayed in the services until they were



The 1919 L'Agenda is dedicated to the memory of Sgt. Reginald Newberry '17—the first Bucknellian to sacrifice his life in World War I.

At right are the men of Section 524, U. S. Army Ambulance Service, one of two units organized and trained at Bucknell during World War I. No photo of Section 525 was available, but surviving members of both units still hold periodic reunions.

The men of Bucknell's Company C, Student Army Training Corps, posed for this photo in September 1918.

discharged after the Armistice, and I know of two who made the service their career, one in the Army and one in the Navy. Stewart Epler '19 couldn't wait for the U. S. to enter the war, so he joined the Royal Engineers of the British Army. Clifford Deck '18 enlisted in the Reserve Corps in February 1918 and was called to report to Officers Training Corps, Camp Lee, Va. in May. He finished his senior year's work in early May, so he could go to Camp Lee, and graduated *in absentia*. He was commissioned a second lieutenant in June '18 in the U. S. Army Engineers. He landed in France in September 1918 and was commissioned a first lieutenant one month later. After the armistice, he spent an additional eight months on road construction work in Southern France. Stanley Harris '18 was also with the Army Engineers in France, 1918-1919. Charlie Iredell, formerly '18, graduated 1920, became a first lieutenant, U. S. Marine Corps, where he spent two years. Harry Potts '19, was a candidate for the Flying Corps, as the Air Force was then called. The Medical Corps was the place for several pre-med students. The Quartermaster Corps was represented by "Buck" Elliott '18, on the flagship, USS Hiawatha. Some other volunteers were in the Navy, too. One, Charles Dean '18, retired as an Admiral. The Navy had the submarines to watch. (I know about the submarines, called U-boats in World War II. My daughter and I came home from Bombay on a large, fast, damaged but seaworthy Naval Transport in February 1942. We came, unaccompanied, through the U-boats from Capetown, South Africa, to New York. Luckily, we were shot at just once.) Malcolm Musser '18 was in the Army in World War I and became a lieutenant commander in the Navy in World War II. It is interesting to note that the Army seemed to have the fewest enlistments from Bucknell. After all these years, we still thrill with pride when we think of the willingness of our young men to volunteer!

ONE of the few to volunteer in the Army liked it so well that he made the Army his career. He was Maj. Gen. Harold N. Gilbert of the original Class of 1919. He entered the Army in 1917 and was commissioned a second lieutenant at the Officers Training Camp in Fort Niagara, New York. When the Armistice was signed, he was with the 154th Depot Brigade of the 30th Infantry in France. So many of the 150 others of 1918 and 1919 were in France, too. Harold was wounded in the second battle of the Marne and near Mezy, France, won the Distinguished Service Cross and the Army Commendation Medal for unusually meritorious service. He also received the Purple Heart for his services in Germany.

Although his active career spanned both World Wars, he was known for his administrative leadership of two of the largest military agencies in history. After the Japanese attack on Pearl Harbor, Gen. Gilbert was named by the Secretary of War Henry L. Stimson, to head the Office

of Dependency Benefits in 1942. The Agency became the largest organization of its kind in the world, and served 14 million Army men and women. He supervised the payment of more than $5 billion in family allowances and allotments of pay to soldiers' dependents. His slogan for the task, from 1942 until late 1946, was "get 'em paid."

The other assignment began on VJ Day in August 1945, when he was put in charge of the Army's recruiting program to rebuild the volunteer, regular Army. From October 1945 to October 1946, there were 1.02 million voluntary enlistments, giving this country the largest number of volunteers in any army at one time in history. When thinking of a picture caption for a recruiting ad for the Aviation Cadet program, the phrase, "Keep 'em Flying," came to his mind. This slogan proved to be an effective rallying cry. Bucknell conferred an honorary degree on Gen. Gilbert in 1946. Gen. Gilbert passed away Nov. 17, 1966.

HENRY MEYER WEBER, M.D., Commander, Medical Corps, U. S. N., retired, is a fellow of the American College of Surgeons. Henry, formerly 1919, graduated 1920, was another student whose original plans for a career were diverted to the service. He graduated from Jefferson Medical School and enlisted in the Navy. He served from 1924-1946, much of this time engaged in traumatic surgery. Since deafness from gunfire forced him into early retirement, he practiced bone surgery for a time, then retired from practice, again as a result of deafness. Since then, Dr. Weber has shown he is a man of many talents.

Dr. Weber, with his wife, lobbied for wild life preservation and for a law to license firearms. They are homebuilders, have bought and restored at least twelve houses, and in their gardens have planted and nurtured exotic non-desert plants and native fruit trees. Their present home is called "The Little House of LaQuinta." Henry has written a book, "Requiem for a Condor," and writes many articles concerned with conservation for publication. He is also an artist and has executed many prize-winning animal paintings. Now, among other interests, he is board president of "The Desert Protective Council, Inc." of California. He also is conservation chairman of the California Garden Clubs, Inc., which numbers 17,000 men and women interested in conservation. Dr. Weber summarizes his philosophy of conservation education in a few words: "You have to plant a seed somewhere," and pins his hopes for a thoroughly awakened public on education of the young.

We who stayed home, besides carrying torches for our particular cadet or lieutenant, carried on by finding things to do: teaching, becoming nurses, doing social service work, attending technical schools, joining the Red Cross, training to be dietitians, doing secretarial work with the government in Washington or anything else we could do to help the war effort. There was a wonderful feeling of relief when that first Armistice Day arrived so unexpectedly at two o'clock in the morning, with all the whistles in America blowing. One's first thought—it was the end of the world, with all the din. On second thought, it couldn't be, for then the whistles would have been broken. This day came, too, just at the end of a six-week vacation in all public schools in the eastern United States caused by an epidemic of Asian flu.

DAGMAR JAMES MacFARLANE '18, who was in New York City, recalls her experience on Armistice Day: "A group of us in our Red Cross outfits walked down Fifth Avenue selling Liberty Bonds to the wild, screaming crowd. Fifth Avenue was so packed one could scarcely get through the dense mass of people, cheering and singing, and lots of them crying. We sold Liberty Bonds for CASH and when our hands were full of money and our supply of bonds depleted, we returned to the Waldorf Hotel, turned in our money and went out again." (Imagine carrying a handful of greenbacks to the Waldorf today!)

When it was suggested that it would be interesting to compare conditions after World War 1 and conditions of today, we stirred up many memories (almost forgotten) and found many similarities.

Present generations have some characteristics that mark the influences that have shaped them: the atom bomb, the conquest of space, the computer, automation and the cloying diet of TV. To rear children in a society where comfort is king and the credit card the power behind the throne, produces a generation whose grasp of some of the old-fashioned virtues of self-sufficiency is inevitably weakened. Through TV it became interested in all the world. Permissiveness was stressed at home, participation at school. These young people arrived at colleges which still reflected old methods and old approaches to education, and both the students and the colleges were unprepared for the meeting. The bomb and all it implies may have created a feeling that there is a

The late Major General Harold N. Gilbert '19 who was badly wounded in the Battle of the Marne.

time limit on getting a better world. Many of the college youth have moral courage and want to become personally involved in changing society or in helping others through social work or national organizations, such as the Peace Corps.

Something a bit similar happened after World War I. The returning veterans could no longer be treated like school boys. What was wholesome for service veterans was not so wholesome for irresponsible youth. So the lifting of restrictions served to increase the liberties that all students took advantage of. The colleges were organized with restrictions, not freedoms. Everything began to change violently. Then the National Prohibition Act of 1919 was passed. "Thou shall not" was as unpopular in 1919-1929, post-World War I years as "Thou shall" is today. "Thou shall not" caused continuing protests and disregard for law for 15 years, until Prohibition was repealed.

TODAY, many young people have very deep personal feelings about "Thou shall" and are quite vocal about them. The decade of 1919-1929 is referred to as the "Roaring 20's." Historians remember only Prohibition, flappers and the Charleston dancers. (I remember on the ship en route to Rangoon, 1927, a British gentleman asked me if I did the Charleston. He was so surprised when I said, "No! Indeed!") The majority of us were not so "roaring," just as the young people of today are not so radical. One always hears, sees and remembers the vocal, spectacular minority.

There were young people, in our time, with the same motivation as the Peace Corps volunteers of today. When my husband, a staff member of an American bank, and I arrived in Rangoon, Burma, in 1927, there were five other Bucknellians already there. They were teachers at Judson College. They were paid privately, not by the government.

Dr. and Mrs. Henry M. Weber at Northernaire Hotel, Three Lakes, Wisconsin, a 4,000-acre wild-life sanctuary.

We also had social service workers in Appalachia in 1918, financed privately, too. So, if we could produce such excellent examples of worthwhile people from the 20's, we think there is much that is hopeful about this younger generation of today. It may be that some of these are our grandchildren.

The majority of young people today have fine educations, self-confidence, are very articulate and are thinkers and doers. They are very anxious to reach the top quickly. Our generation was not so restive, and was willing to go along with advances and promotions more slowly, and arrive in the top executive positions equipped with more experience, more tolerance, and I believe, more peace of mind. Our young men had to find their jobs; companies did not send representatives to the colleges as they do now. Our generation did not expect the federal government to do anything for it. We thought we should help ourselves.

AT the end of the extravagant 20's, there was a great Depression. This is when the federal government began to have a growing social consciousness. Today, so many people have moved away from the farms and small towns, where they were able to grow food for themselves. Now, they are in the cities, where such independence is impossible. So the government has had to come to their rescue. Others, with education and ability, have been able to make a great amount of money, are able to fly everywhere in a very short time, and are able to keep up with the news constantly. This materially motivated generation has taken little time for reflection, and feel they haven't much time for involvement in civic affairs.

Today, the young have an intellectual curiosity and information and awareness about America and the world and are willing to be involved in changing society. They feel free debate and fierce criticism is still the main strength of our nation. Qualified leadership is needed to give direction, inspiration, and challenge. If this leadership can be found, then the young people of today will have more understanding and eventually a truer appreciation of what America is all about.

ABOUT THE AUTHOR

Mrs. Chester R. Leaber (Evelyn McGann '18) has lived and traveled in many areas of the world since graduating from Bucknell. Married in 1927 to Chester R. Leaber '19, the Bucknell couple traveled to Rangoon, Burma for Chester's first assignment as an official of the Far Eastern Division, First National City Bank. Before his retirement as senior vice president of the bank in 1962, Evelyn and Chester lived in Tokyo, Calcutta, Bombay, Mexico City and Manila. Active in the American Association of University Women, Evelyn has directed her concern to scholarship aid. In Manila, from 1947 to 1952, she was a member of a Panhellenic group whose purpose was to help impoverished American women. The Leabers now reside at 32 Washington Square, West, N. Y., N. Y., and Evelyn began this year new duties as reporter for the Class of 1918.

". . . The problem with trying to be relevant all the time is that such a concern lets the issues in the world about you determine the choices you have for your investment of time and thought and energy and heart . . ."

By Rabbi Edwin H. Friedman '54

WHEN I was a kid, growing up in the streets of New York City, I must have killed 10,000 sneaky "Japs" with my broom handle rifle. My snowball grenades slew at least that many Germans, and I never, absolutely never, tired of being a brave Russian guerrilla in my brownstone Stalingrad.

My parents, who had lived through the red scares of the 20's, could never understand, of course, how I found it so easy to be a Russian, and I found it equally incomprehensible that Japan had been on our side in their youth.

Today, my children and parents would have much in common to feel about the contemporary scene as they leap over my emotional generation, with Japan again the good guy, Russia again the villain.

At least my parents and I could join in our common hatred of Germany, though it is often difficult to explain such feelings to kids who know how much those German arms mean to Israel.

My parents thought their parents were old-fashioned, but I could at least invest my grandparents with the foresight to have gotten the devil out of eastern Europe, thus saving me from the smell of "Cyclone B" and a trip like smoke through the chimneys.

When I was in college we had compulsory chapel. After I had gone to my required number, the last attendance card inspired me to jot a note. I quoted the raven—"nevermore." And here I am again in a college chapel, compelled again, but by a force I understand much less.

When I was a baby they tell me I had a nervous muscle in my stomach, so much anxiety I couldn't eat. Now I find it helps.

IT has been said that the only permanent thing in the world is change. That's a lie. Change changes. It changes for the faster, and all analogies to the past are suspect. That's why also, relevance, is irrelevant.

It is my feeling that we are living in a world where the accelerating pace of change has robbed living of all the comforting assurances which aided previous generations. Who we are, what we want, what our relations with others should be is not easy to figure out. And "sick" too often refers to what others do not want or cannot understand.

I think that upon no one more than the college student, confronted with a myraid of choices, under intense pressure to choose wisely, does the burden of making sense out of this world and one's personal life fall more heavily.

To narrow the perspective and bring a more concentrated light to bear, part of the problem is, I believe, that two of the traditionally most comforting sources of previous generations, perhaps the two most reliable areas of stability, of permanent values, one affecting the microcosm and one affecting the macrocosm, have themselves suffered most from the acceleration of change. I refer here to religion and the family.

The hippie problem, for example, is I think a direct result of the failure of families to provide their younger members with the emotional autonomy necessary for facing this world without absolutes. The flower generation is, I think, an involuntary response to continuing pressures on, and hence within, the modern family for all its members to become closer, to adopt the same family ego, thus preparing the younger members less for anxiety and not at all for change and separation. Taking drugs is nuts. It assumes that anxiety can be eliminated from the human condition, that all pain is destructive and that reality can be jacked up. But that's part of the microcosm and I'll leave the family for the program planned for tonight.

BEING in a chapel, I have an urge to talk about religion. It is, as Satan has been often quoted, "One of my favorite subjects." Why is religion failing today to help people live or understand the meaning of life in the same way it once had? Has it become irrelevant? No, I think it has become too relevant.

To explain, let me begin by quoting the last part of a dialogue from Walter Kaufman's *Critique of Religion and Philosophy* (pp. 182-184). Perhaps you are familiar with it. The passage is from the end of the dialogue between Satan and an atheist. The atheist is speaking:

Atheist: So far as I am concerned, religion is bunk.

Satan: Just what do you mean by saying that—bunk?

Atheist: I mean, it is a lot of nonsence, which isn't worth bothering about. There are sensible things like science, especially psychology and anthropology which are much more profitable. Religion is a stupid waste of time.

Satan: Oh, I don't think so at all . . . Religion is one of the most fascinating subjects in the world. I suppose you don't like poetry and art either.

Atheist: You are wrong. There are some painters and poets whom I like. Picasso, for example, and a lot of modern art. I like Tolstoy too, before he became a Christian, and Dostoevsky in spite of his crazy religious ideas. I am interested in their psychology.

Satan: What about the book of Genesis?

Atheist: I don't read stuff like that . . . next you will ask me if I say Psalms. I must have been exposed to things like that as a child. But I have mercifully forgotten it.

Satan: Have you read no religious scriptures at all?

Atheist: I have only an amateur's interest in Anthropology. I have read a bit about primitive religions. But I have never followed it up. There are all sorts of handy cheap editions now. Perhaps I'll try some of them the

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This is the text of a sermon preached by Rabbi Friedman at Vassar College Chapel on Sunday, November 12, 1967.

next time I travel by train. Usually I drive.

Satan: But these things were not written for a quick dip on the train between a crossword puzzle and a whiskey sour.

Atheist: And why not? You would not want me to go to church to catch up on the Upanishads.

Satan: Of course not. You don't go to church to catch up with Lear, but at least you take an evening off for it and give it your whole attention and let it do something for you.

Atheist: And what would these scriptures do for me? At most, I should want to fill a gap in my education. I don't want to be converted.

Satan: Well, these are not things merely to know about or to have handy for a dinner conversation. The Bible and the Buddha, the Upanishads and the B'hagavad-gita, Laotze and the Tales of the Hasidim, these are not things about which one is informed or not informed; what matters is that they speak to you and in some way change you.

Atheist: Have you become a preacher, Satan?

Satan: I am merely shuddering at the prospect of having to spend an eternity with you. I should rather like to make a human being of you before you settle down in my place. I don't agree with the people who accept these scriptures, but I can talk with them, and to be frank, I rather enjoy talking with them. But you! I wish you'd go to heaven.

LIKE all good atheists, the atheist of Kaufman's dialogue is the apostle of relevance; Satan the apostle of irrelevance. Surely both would be confounded today by religion's own pell-mell push to be relevant. Religions in America today are scrambling all over one another in an effort to be "meaningful." 'The civil rights movement saved religion,' is a popular idea, because it involved religion in down-to-earth struggles for justice. Most Jews are more concerned about Vietnam than pork, and the move away from Latin shows that the Catholic church is also right up there in the dash for relevance.

But now let me ask you something. Is it not possible that finding meaning in life is as important for the white man, as finding equality is for the Negro? Is it not possible that finding meaning in one's difference is more important for the Jew than contributing a voice for justice on a contemporary social issue? And as for the Catholic shift to the vernacular, I've been living with English translations of ancient prayers for a long time. All I can say is, wait till the heirarchy sees their parishioners' attitudes when the latter really begin to understand what they are saying.

Ironically, once one has achieved equality, as the newly arrived middle-class Negro often discovers, one can suddenly find life most meaningless. Maybe that's why we have so many wars, struggles, issues—as long as we are engaged we don't have to think about the meaning of our existence, and that's a *double entendre* for the unattached girl. We have found purpose, as it were. It may be, however, that it is only in the appreciation of the useless that we can face the meaning of existence.

The problem with trying to be relevant all the time is that such a concern lets the issues in the world about you determine the choices you have for your investment of time and thought and energy and heart. The problem with always trying to be relevant is that the criteria for growth and who you eventually become or where you eventually wind up are determined, slowly, imperceptibly, by what is bugging others. The problem with trying to be relevant is that your personal perspective is always directed outwards so that you never see the larger emotional systems in which you are engulfed, but plunge in, taking sides, and what passes for finding yourself is more often a process of losing yourself.

Going back to the dialogue, to give the devil his due, what is religion in America doing for its members? Concerned primarily with causes, building buildings, raising money, getting members, selling its own view of things, the situation has been reversed. It is the members who are doing things for the religions. Almost all major religious traditions in the United States today have taken a stand which I think can be stated: think not what your religion can do for you but what you can do for your religion.

RELIGIOUS media of communication, to use McLuhan's metaphors, have become hot. And they have been heated up by too much concern to be relevant, that is, too much concern to spell things out. What passes for religious education really might as well be anthropology and indeed often is experienced in a quick isolated moment, like between a crossword puzzle and a quick dip in a whiskey sour.

For those of you who are not familiar with McLuhan, briefly, he suggests that media of communication themselves are environments which can influence a person

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ABOUT THE AUTHOR

Some Alumni may remember Rabbi Edwin H. Friedman '54 as an outspoken columnist for THE BUCKNELLIAN. Since 1964 he has served as Rabbi of the Bethesda, Md., Jewish Congregation—a small, experimental congregation with a non-supernatural approach to religion and a cultural view of Judaism. He also writes a column, "Advice and Dissent," for the JEWISH WEEK. In addition to these duties, he has served, since 1964, as Community Relations Specialist for the White House on the President's Committee on Equal Opportunity in Housing, and as director for the Center for Counseling and Referral—a pastoral counseling agency specializing in family therapy. A graduate of Hebrew Union College, he spent one year at Hebrew University in Jerusalem and participated in archeological investigations in the Negev and Sinai Peninsula. He has been married since 1961 to the former Carolyn Beckman and resides at 6 Wynkoop Court, Bethesda, Md. 20034.

more than the content of their message. The medium is the message. Media of communication therefore have formative powers beyond their contents and transform by their nature more than by their contents.

Then he advances the idea that basically media are of two types: hot and cool. Hot media are those which are very well delineated and definite, which are not open-ended, which do not leave spaces for the individual to fill in, which do not demand imagination.

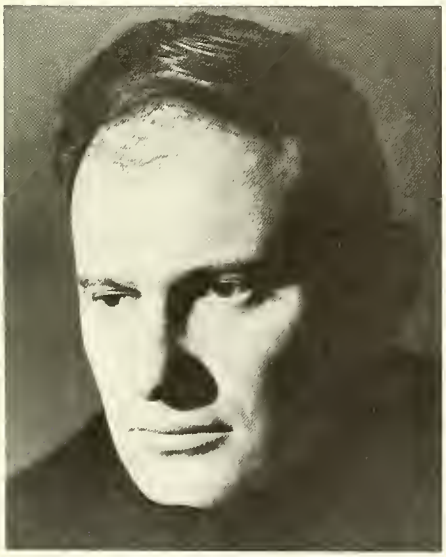
Cool media are those which maximize opportunities for individuation, which encourage participation, and what might be called creative filling of the blanks.

But that means all media which are primarily concerned to be relevant by the nature of the need must become hot. For they cannot afford time to let the individual grow. Actually, I think nowhere in American society today can the heating up effect of relevance be seen better than in its effect on religion.

What are the major media of religion today? Are they not the word, the organization and money? Almost all churches and synagogues today are primarily concerned with getting out the word, drawing people into a project the organization is sponsoring, or raising money —and money is a very powerful medium of communication as McLuhan points out, because it enables so many to translate individual deeds and thoughts into a common factor.

All of these media are very intense, of very high definition, their nature extremely well delineated, their approach to the individual primarily concerned with filling him in, rather than leaving blanks for him to fill in. The hot media of religion today, in their drive to be relevant, try primarily to relate the individual to the environment, not to himself or to another individual. The emphasis is not really on imaginative and spontaneous participation but on a kind of participation which would be better called fitting in.

Media cannot be cool when they approach human beings primarily for their usefulness. Worse, since the media of communication are environments, religious media by their nature are teaching people to view other people for their relevance or use.



Rabbi Edwin H. Friedman '54

TO put it all still a different way, dialogue is dead in the American religious community. For dialogue connotes the willingness of two or more people to desire mutually a flow of words unhindered by ulterior purposes. True dialogue is in essence, plain talk, reciprocal listening and expressing with neither feeling he is there out of obligation, duty or favour, but out of the desire to be with and hear what the other person has to say as well as to want him to hear what you have to say. Indeed, even dialogue has been put to use, so that it means in the religious community—better understanding between Christian and Jew. How relevant! But is it more important than for Jew and Christian each to understand himself?

Without dialogue in our lives valuable opportunities are thrown away for sensitizing ourselves to the human condition and being awed at the complexity of being human. Without dialogue we lose opportunities for becoming more aware of ourselves and others, both as Jews or as Christians, and as human beings. I am talking about the depth of the sense of being human that can only come from sensing humanness in another and knowing he has sensed this in you. I am talking about the interpersonal.

And I do believe that dialogue is dead between Jew and Jew and between Christian and Christian. That is, the art of either Jews or Christians meeting among themselves to talk to one another without someone having created the occasion for the purpose of getting someone to do something, is lost. I think the effect on Jews and Christians must be therefore to view Jewishness or Christianity as essentially an obligation, the meaning of being Jewish or Christian becomes to serve causes, and Judaism or Christianity itself is therefore one more instrument to be applied, as one uses the proper technique to get something done. Religion in its concern for relevance has become too concerned with answers. Answers are hot; questions are cool.

The acceleration of change brought about by the electronic age is geometric. The past recedes in quickening periods of time. Uses of the past must therefore be viewed with suspicion. But the present also becomes much more quickly the past. The concerns of the present are therefore flirtatious. They promise more than they can give. Only *you* are permanent within your lifetime. Time, that is the only absolute. To be made meaningful it doesn't have to be filled.

If religion is to meet the challenge of change, it must be cooled down; it must back off relevance—not for the refuge of escape—but to give human beings time.

Finally, if someone approaches you later and asks, "What was said in Chapel this morning?" and you find that you cannot summarize it, don't worry. If on the other hand, you can, say in two or three sentences, you may have missed the point.

Varied Worlds

From inside-front cover

longer rely on community support and tuitions."

Then, a bit wistfully, he added:

"We're one of the last of our kind."

President Strickler isn't apprehensive about the possibility of political pressures should U of L affiliate with the University of Kentucky.

"There's an old academic saying that it doesn't matter how you get money, you work hard for it. There are many pressures and disadvantages that come with accepting private funds."

He enjoys talking with student groups, values and appreciates their opinions.

"Many of the students' suggestions are very good. I think we have needed a little pressure to convince us that certain things are more important to the students than we thought."

He's a great admirer of today's youth.

"They're different from their fathers. They're more serious, more lively, have fresher ideas and more inquiring minds. It's not a question of higher IQ. Today's student has to prove he's smarter to get in and stay in school."

President Strickler feels students are searching not only for meaningful college experiences, but looking for an opportunity to do meaningful tasks while in college.

"I think this kind of interest can be tremendously helpful to colleges and universities if the institutions will permit and encourage communication between students, faculty and all groups making up the organization."

Rebels? Strickler thinks not. "Today's student is just less apt than his predecessors to accept established goals and procedures simply because they seemed to be adequate in the past."

Strickler is the product of a "plain folks" Pennsylvania upbringing. He was born in Columbia, Pa. of Mennonite parents and reared in nearby Harrisburg, Pa.

Though no longer a practicing Mennonite, the influences of his background have left their mark on his person and personality. He dresses simply. His preference tends toward conservatively cut brown suits and dark ties.

An undergraduate at Bucknell University in Lewisburg, Pa., he did graduate work in public utilities operation and management at the University of Pennsylvania and at Northwestern University.

It was while at Northwestern that he met his wife, Florence. They have no children.

After Northwestern, he worked for a while as a staff member on the Illinois Commerce Commission, did a stint with a Chicago advertising firm, and . . . some part-time teaching.

Once bitten by the academic bug, he never recovered.

"One day I was talking to the chairman of the economics department at Northwestern and he mentioned that the University of Louisville was looking for an economics instructor. I wrote and asked for the job and they hired me."

Strickler went into the administration side of things at U of L in 1941 when he became director of the Department of Cooperative Education.

After three years in the Navy, he returned in 1946 as director of the Division of Adult Education. This division has since become University College.

In 1952, shortly after Dr. Philip Davidson became president, Strickler was named vice-president. A few years later he moved up to executive vice president.

Educated mainly in urban-oriented universities, Strickler is strong in his contention that these metropolitan-centered institutions are the wave of the future in American higher education.

"Just look at the tremendous job being done by schools like the University of Chicago, Western Reserve in Cleveland and by those schools in the enormous educational complexes in New York and Los Angeles."

He is equally clear-eyed and beautifully articulate on a university's responsibility to its students. The purpose of a college education, he says, is:

1. To give a student an understanding of the world in which he lives by helping him explore the reason he thinks and reacts in certain ways to social, political and cultural concepts and circumstances.

2. To pass on knowledge from one generation to another by giving him skill to perform competently in his chosen field of work or profession.

3. To develop a sense of values that will enable him to act as a responsible citizen in determining and evaluating present and future goals.

JPM Sold

An industry that began on a small scale and operated for some time in a rented garage in Lewisburg, then moved on to a scale of operations that was nationwide, has been sold to Harvard Industries—a coast-to-coast company dealing in electronic equipment.

The company is JPM, originated by Jay P. Mathias '35, recently nominated by Alumni as a member of the board of trustees. Operated in conjunction with brothers Earl '39 and Roy '39, JPM moved in 1960 into a modern plant located just north of Lewisburg on Route 15.

Jay, who is known to Bucknellians for his long service to the University as president of the Bison Club, will remain as president of the firm. Earl will serve as vice president and Roy will continue his service as secretary-treasurer. The Mathias brothers explained the liaison as a forward step for the economic growth of the firm.

As a subsidiary of Harvard Industries, JPM will continue to be used for existing product lines, as well as for specialized wire, cable and other assembly work for its electronic product and systems programs. JPM produces a variety of wire, cable and harnesses primarily for commercial use by major computer manufacturers. Jay started the company in June 1949 selling tone arm leads for record changers.

Harvard Industries is principally engaged in the design and manufacture of diversified electronic and electro-mechanical systems and equipment with special emphasis in frequency control and stabilization at the microwave frequencies.

Singer-Composer

This past year has been a busy one for Earl Wilson, Jr. '65—a man of many and varied talents in the world of music.

The singer-composer won critical acclaim at his nightclub debut at La Maisonette in New York City in May. Vincent Canby in the *New York Times* noted that Earl's baritone voice "comes through best in his own numbers. One of these, 'When I Was a Child,' is particularly effective, a gentle rueful, contemporary folk ballad about a soldier who decides he no longer wants to play with guns. As are all of his best numbers, it is delivered in soft, sweet tones that are not forced."

Bucknellians may have caught Earl's guest TV appearances on the Mike Douglas Show, the Joey Bishop Show, the Merv Griffin Show, the Pat Boone Show or with Jackie Gleason or Ed Sullivan. Earl also records for the Mercury label and his first album is simply titled "This is Earl Wilson, Jr." A single, "Wait Until Dark," is the title song of the Audrey Hepburn movie.

Bucknellians who want to see Earl perform may note this schedule: Latin Casino, Camden, N. J., two weeks beginning Oct. 21; Shamrock Hilton, Houston, Tex., Nov. 7-21; and La Maisonette, New York City, opening on Nov. 25.

Earl is married to a classmate, the former Susan Bauer '65. He was the star of several Cap and Dagger musical productions at Bucknell and a member of the Glee Club and Mixed Chorus. He combined talents with Joseph VanRiper, Jr. '65, now the M. C. of a morning radio show in Alexandria, Va., and Judith Townsend '65, now Mrs. Stephen B. Laxton '65, in a folk music trio known as "The City Folk." The group appeared in 1964 on a C. B. S. TV show hosted by Rudy Vallee and sang folk music composed by Earl. They also recorded an album for Twentieth Century Fox, but the trio dissolved after graduation, Earl serving for two years with the National Guard.

A composer of music and a member of the American Society of Composers, Authors and Publishers since

Earl Wilson, Jr. '65

the age of 14, Earl worked briefly in the music department of Twentieth Century Fox and wrote the title song for Gretchen Wyler's TV show, "Step This Way." He also composed the music for an album "West Digs East."

While Earl pursues his career as composer-singer, Sue continues her graduate studies at Hunter College and is a faculty member of the Hunter College High School.

The Wilsons reside at 86-35 Queens Blvd., Elmhurst, N. Y.

William R. Rave '46

IBM Executive

William R. Rave '46 has been named to the newly created position of vice president, Field Support, in the Field Engineering Division of International Business Machines Corporation. He is responsible for the division's technical and educational support functions for customer engineers, who install and maintain IBM's data processing products.

Mr. Rave, who joined IBM in 1947 as a customer engineer, has held a number of engineering and management positions before being named to his current position. He received his B.S. degree in electrical engineering from Bucknell and served as a commissioned officer in the U. S. Navy during World War II.

The new vice president is married to the former Miriam Evans '48, and they have four children. A son, William C., is a member of Bucknell's Class of 1971.

The Raves reside at Buck Hill Lane, Pound Ridge, N. J.

To Build Hospital

Dr. Nicholas A. Lorusso '37, formerly of Wilkes-Barre, has joined about 30 other physicians who have contracted to build a 120-bed general hospital in Las Vegas.

The institution will be called Doctors Hospital, Inc., and will be built on a 10-acre plot of land in the West Charleston area at a cost of about $2,250,000, according to Dr. Lorusso.

The hospital will be planned to expand with the needs of the Las Vegas area up to 1,000 beds.

Dr. Lorusso has been practicing in southern Nevada for more than 11 years and previously practiced in Wilkes-Barre.

A graduate of St. Marys High School, Bucknell Junior College, Bucknell University, and Loyola University School of Medicine, he interned at Wilkes-Barre General Hospital and had surgical residency at Mercy Hospital, Wilkes-Barre. He has been board qualified in general surgery.

At present, Dr. Lorusso is associated with Dr. John C. Cherry, who was former administrator of South-

ern Nevada Memorial Hospital.

Dr. Lorusso is married to the former Mary Petruzzini. They reside at 1112 South Highland Drive, Las Vegas, Nev.

Insurance Executive

The Board of Directors of National Variable Annuity Company of Florida has elected Fred D. Kemery '58 second vice president of the company.

Mr. Kemery will be responsible for the administrative operation of the company's home office, in the areas of policy issue, premium accounting, agency accounting, policyholder service and management services.

For the past two and one-half years, Mr. Kemery has served as director of Administrative Services for National Variable Annuity Company of Florida. Prior to that time, he held the position of assistant manager of Premium Accounting for Acacia Mutual Life Insurance Company in Washington, D. C.

Upon graduation from Bucknell University with a B.S. degree in commerce and finance, Mr. Kemery was a finance officer in the U. S. Army and currently holds a commission as Captain in the reserves. He is a member of the American Management Association, and has a broad background in administration, personnel and insurance.

Fred lives with his wife, Chris, and their two sons at 5377 Floral Avenue, Jacksonville, Florida.

Fred D. Kemery '58

Charles A. Strange '44

Bank Official

Charles A. Strange '44 has been appointed an assistant vice president in the Corporate Finance Department of Bankers Trust Company, New York.

Mr. Strange joined Bankers Trust in February of this year. Formerly he was engaged in the marketing and engineering consulting field. He received his B.S. degree in mechanical engineering at Bucknell and earned an M.B.A. from the Columbia University Graduate School of Business Administration. He served in the U. S. Naval Reserve from 1944 to 1946.

Mr. Strange is a member of the Milford, Connecticut Fourth District High School Building Committee and the Republican Town Committee. He was an alternate delegate to the Connecticut Republican State Convention. He is a member of the Columbia University Club of New York; the Huguenot Society of America, New York; the Milford Yacht Club; the American Legion, and the Society of Plastics Engineers.

Charles and his wife, the former *Nancy Danenhower* '44, live at 2 Rock Road, Morningside, Milford, Connecticut. They have two daughters, Susan '67 (Mrs. Warren Azano) and Phyllis.

New Judge

Richard T. Wentley, Esq. '53, has been named by Governor Raymond Shafer to an interim term as judge in Allegheny County's Juvenile Court. The appointment runs until January 1970 and requires confirmation by the State Senate.

A partner in the law firm of Thorp, Reed and Armstrong, Judge Wentley is a graduate of University of Pittsburgh's Law School. He is a co-author of a legal article dealing with the Family Court system and served as co-chairman of a seminar on the Family Court and Court Consolidation.

He is a member of the Committee on Judicial Administration of the Pennsylvania Bar Association, the Committee on Court Facilities of the Allegheny Bar Association, and a member of the Academy of Trial Lawyers.

A native of Pittsburgh, Judge Wentley lives with his wife, Jane; sons, David, 9 and Christopher, 3, and daughter, Anne, 8, at 214 North Falconhurst Drive, Pittsburgh 15238.

AIRLINES EXECUTIVE

W. Dale Hay '49 has been elected vice president-corporate affairs and assistant secretary of Allegheny Airlines. He will be responsible for tax administration, shareholder relations and general corporate matters. Dale has been with Allegheny since 1949. He is married to the former Norma Hunsinger '51. They have three children, and reside in Annandale, Va.

Louis Robey of Bucknell

Continued from back cover

which sailed in and out of Delaware Bay. Another summer, he was camp councilor of a boys camp on Long Island conducted by St. Bartholomew's P. E. Church of Park Avenue, New York. He told me how the boys taught him to swim that summer by pushing him off the dock into Long Island Sound. Another summer, he worked in the hot harvest fields of a Maryland farm.

No wonder Louis Robey appreciated his Bucknell education. He worked for it!

HE was making excellent grades also; so good, in fact, that when I had the pleasure of installing the Chapter of Phi Beta Kappa at Bucknell in 1938, over thirty years after Louis Robey had been graduated from Bucknell, he was one of only a dozen alumni selected by the Bucknell Faculty to be awarded the Phi Beta Kappa as representatives of all previous classes. Upon graduation in 1904 he was urged by one of his professors to take a summer course in teaching at the University of Michigan, and he served as an instructor in Latin and Greek at Bucknell for a year or two. Thus he saved up enough money to enter the University of Pennsylvania Law School. He received his law degree there promptly and with honors. He was recruited upon graduation into one of the leading law firms of Philadelphia, that headed by the late Senator George Wharton Pepper. Many years later, when I was president of Bucknell, I became acquainted with Senator Pepper, and I said to him in a casual conversation, "I have a greeting for you from Louis Robey who was a young law graduate in your office many years ago and who is now associated with me in business. Do you remember him?" Senator Pepper looked at me in amazement. He said, "Do I *remember Louis?* How can I ever forget him? He is without a doubt the most unforgettable young law graduate I ever had in my office. Please give him my love."

After a brief apprenticeship, Louis opened a law office with one or two other young lawyers and built up a brisk legal practice.

In the 1920's, he was elected to the Board of Trustees at Bucknell and served as a trustee for several years. He was also the Secretary of the Board of Trustees for a period of years.

MEANWHILE he was not content to be merely a practicing lawyer; he and some associates founded a bank on the Main Line in a Philadelphia residence area and also formed a savings and loan society.

Louis was a born teacher. He loved to teach and knew how to teach successfully. During his years in Philadelphia, he taught a course in real estate law at Temple University and wrote a text-book for the course which remained in use for many years. He also taught a course in the law school of the University of Pennsylvania.

He was happily married to a beautiful girl, Effie Derr of Muncy, Pennsylvania. They had a happy life together for over 30 years until Mrs. Robey died in 1957.

Louis Robey and I became acquainted during the mid-20's; I had been asked to direct two or three campaigns for Bucknell University; first for the stadium and then for the endowment and a women's dormitory. Louis Robey had been the Philadelphia chairman of each of the campaigns, and as such, he and I worked closely together in behalf of Bucknell. I became aware of his love and loyalty for Bucknell, his willingness to serve and his effectiveness in performing the technical and leadership duties of a fund-raising program.

ON his side, he had become fascinated by public relations and fund-raising methods used successfully to obtain large gifts to colleges. And still more, he had been captivated by the realization that here was a new type of life-work by which a man could make use of many qualities of energy, leadership, organization, instruction and inspiration to strengthen scores of educational, humanitarian, spiritual and cultural forces and institutions which would help to create a better America and a better world—a "brotherhood of man under the Fatherhood of God." He had spoken to me about this vision of a new life career from time to time during our friendship. And at an appropriate moment after Louis had lost his savings and business in the general collapse of the early 1930 period, I asked him if he would care to join Mr. Lundy and me in the firm of Marts and Lundy, Inc.

He discussed this with Mrs. Robey, who agreed and, in 1931, Louis Robey started his outstanding career as a fund-raising counselor. He became vice president of Marts & Lundy, Inc. and an equal partner in our firm with Mr. Lundy and myself. In his new career he proved to be one of the ablest men in organizing and directing major fund-raising programs. Beyond that he also proved to be an outstanding teacher of new staff members.

LOUIS ROBEY loved Bucknell, and honored it. When he retired as the active vice president of Marts and Lundy, Inc., our company desired to establish a suitable memorial for him, and asked him to select the kind of memorial he would prefer. He chose to have endowed at Bucknell an annual Louis Robey Prize to be awarded to the graduate of each class who would be selected as the young man or young lady judged to meet the standards which he outlined.

The prize was set up and Louis took much pleasure each year in learning of the Louis Robey Prize recipient.

Dr. Robey passed away on June 28, 1968. When his will was read, it was revealed that he had left a substantial endowment to Bucknell, the income from which is to be used for scholarship aid to worthy Bucknell students.

Thus, the orphan boy from Baltimore has made it possible for several other ambitious youths to go to Bucknell each year for long decades in the future, as Dr. McDowell helped him to go over sixty years ago.

Louis W. Robey of Bucknell

By Arnaud C. Marts H'46
Former President, Bucknell University

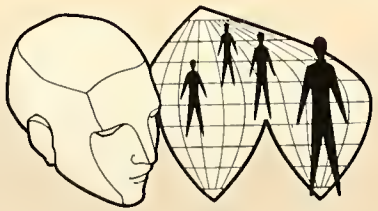
Louis W. Robey '04

EDITOR'S NOTE: This tribute to Louis W. Robey was written shortly after his death by an old friend, Arnaud C. Marts, president of Bucknell University from 1935-45 and co-founder of Marts and Lundy, fund-raising counselors, New York. It has been slightly revised for publication.

LOUIS' life was rooted very deeply in his love for Bucknell. He was left an orphan boy in Baltimore, at the age of 10 or 12, I believe . . . But there was a kind-hearted physician named Dr. McDowell in Baltimore who saw unusual indications of character, intelligence and ambition in the young boy, and he took a kind and generous interest in Louis. Dr. McDowell encouraged Louis to continue in school and helped him financially. Louis worked constantly at any job that a self-respecting boy could find to help himself financially. He sold newspapers in Baltimore and ran errands, and in the summertime, worked hard on farm duties out in the country. Dr. McDowell encouraged Louis to go to college after he finished high school. He suggested Bucknell University as an institution where he might earn a substantial portion of his educational expenses.

Thus Louis' Bucknell experiences began about 1900. He proved to be an eager, intelligent student, as well as popular among his fellow students. He was given the nickname "BATTER" because of his love for baseball. He joined the "Demic" fraternity and was a leader of it for the rest of his life. During his college summers, Louis took an assortment of novel jobs in order to build up his funds for fall and winter semesters at College. One summer, he was a deck hand on a passenger and freight ship

Continued inside-back cover



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DECEMBER 1968

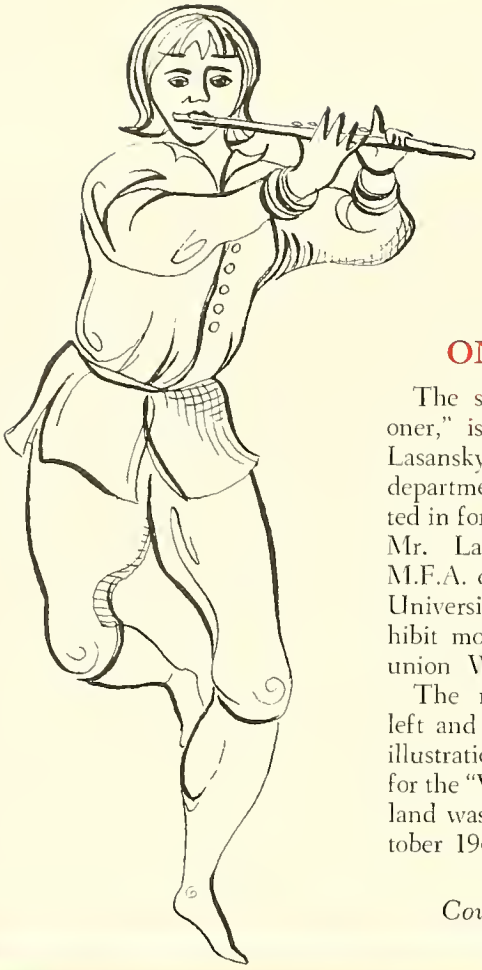
THE BUCKNELL ALUMNUS

Vision of Christ

BY JOHN WHEATCROFT '49

See page 5

VER SCULPTURE / "PRISONER" BY WILLIAM LASANSKY, M.F.A.

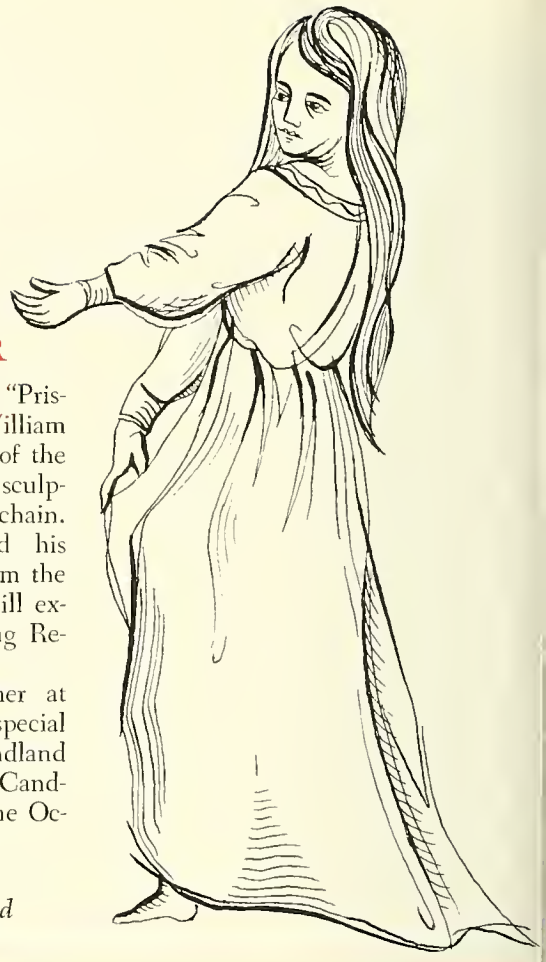


ON OUR COVER

The subject on our cover, "Prisoner," is the work of Mr. William Lasansky, the newest member of the department of art. The work is sculpted in forged stainless steel and chain. Mr. Lasansky, who received his M.F.A. degree in sculpture from the University of Iowa in 1964, will exhibit more of his works during Reunion Weekend in June.

The musician and performer at left and right are part of the special illustrations by Mrs. Mary Candland for the "Vision of Christ." Mrs. Candland was our cover artist for the October 1968 issue.

Cover photo by Ralph Laird and Bill Weist



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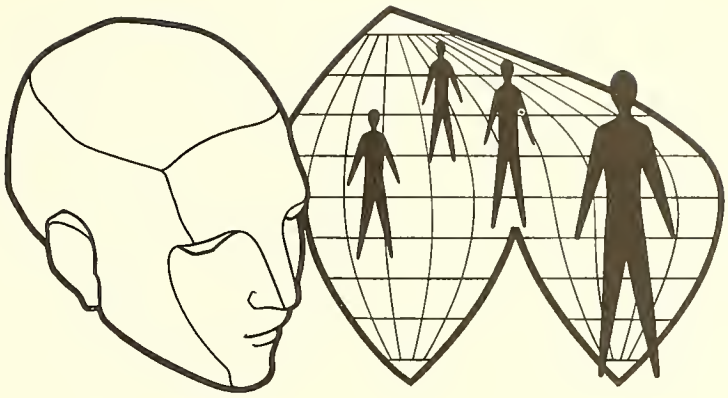

The Varied Worlds of Bucknellians

Prize-Winning Journalist

Outstanding news reporting by a Bucknell alumna has made one of the university's undergraduates, who aspires to a career in journalism, $1,000 richer.

When Jean M. White '50, a Bucknellian and a member of the *Washington Post* staff, won a $500 award for a series of stories of particular interest to women, she became eligible to select an undergraduate to receive a $1,000 scholarship awarded each year by the Stanley Corporation of Westfield, Conn.

Miss White asked the Bucknell faculty for names of students who should be considered for the award, and each student selected wrote to Miss White telling his reasons for seeking a career in journalism. She considered the letter from Lawrence B. Baker, editor of *The Bucknellian*, to be the most interesting, and recommended him for the scholarship. Baker, a junior and a resident of Pittsburgh, was an intern member of the *Pittsburgh Post-Gazette* staff during the past summer.

Miss White, a native of Williamsport, is a *summa cum laude* graduate of Bucknell and received her B.A. degree with honors in English. She was a member of the *Bucknellian* and *L'Agenda* staffs at Bucknell.

Jean received her M.A. degree in journalism from Columbia University and was a Pulitzer traveling scholar in 1953. She has received several prizes for her journalistic ability, among them citations from the Washington Newspaper Guild and the Women's Press Club.

Her prize-winning story, "The Poor are Engulfing the Earth," was part of a series Jean wrote while covering something called "urban living." This included intensive research for stories on the population explosion and birth control (which won her the award), for another series on homosexuality, and a third on water pollution.

Jean M. White '50

Earlier, Jean had covered art and cultural affairs for the *Post*—a giant step from the topics to which she now applies her skills. She notes, however, that her role as a general assignment reporter "can take you anywhere."

In that roving assignment, Jean says she tackles each story "from ignorance." She summarizes her approach this way: "When you know too much about a subject—or think you do—you tend not to ask the naive question that the public would ask."

It's that attitude which has made Jean M. White a prize-winning journalist.

President's Chef

EDITOR'S NOTE: The following article was written by Judith Martin for The Washington Post of May 14, 1968.

The food may be humble at the White House chef's house, but so is the attitude.

Henry Haller went home to his wife's liver and bacon the other night after being honored by the Academy of Chefs of America for "culinary

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'A Bridge Uniting Two Worlds'

By WILLIAM WEIST '50

This illustration of the Three Kings is by an unknown German artist and first appeared in the mid-fifteenth century.

IT is as true of *Piers Plowman,* as it is of the *Divine Comedy,* that it is a bridge uniting two worlds. Like the work of Chaucer or Dante, *Piers* stands near the beginning of the modern vernacular tradition: a tradition of which Chaucer and Dante knew nothing. It is written in a metre which was already old when Caedmon composed it in his Hymn of Creation, the Venerable Bede his Death Song, and some unknown poet his Dream of the Rood; the rhythm has by the Fourteenth Century adapted itself to a somewhat altered language, but the underlying principle is the same." *

A poem that is "a bridge uniting two worlds"—some arch of tongues and meanings, some vehicle of words and knowledge—must have helped to diffuse, spread, share ideas, emotions and wisdom through time and space. And if it is true that *Piers* "is the one poem in the old alliterative metre which has never quite passed out of the consciousness of the English nation," ** then it is clear why a modern scholar-poet would seek to translate the many meanings of William Langland's Fourteenth Century vision into the idiom of today.

*R. W. Chambers, *Man's Unconquerable Mind,* London, 1939, pp. 90-91.

**Chambers, *op. cit.,* p. 92.

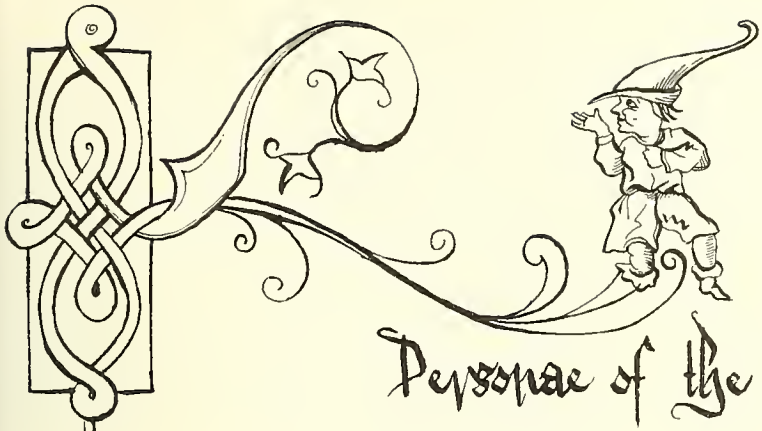
Dr. John S. Wheatcroft '49, scholar-poet and professor of English at Bucknell, long has had "a yen to translate the Middle-English alliterative verse into modern poetry, to structure the pieces of the Christ story into a coherent cycle, to shape the material into a partially dramatic mode." But "Project Piers" is *not* just an intellectual exercise, *not* merely the reflection of scholarly concern for the past. As a poet, Dr. Wheatcroft sees "spots of lyric glory" in the 7000-odd lines of *Piers.* And he recognizes the same urgent concern to explore religious (in the broad sense of the word) experience that has been observed in his most recent volume of poetry, *Prodigal Son* (Thomas Yoseloff, 1967). "The whole vision is outrageously private and, since Langland had his own idiosyncratic ways of thinking and feeling and imagining, forbiddingly disorganized. Langland's urgent concern about salvation, however, clearly manifests itself in his re-telling the story of Christ —from the Annunciation and Nativity to the Crucifixion and Resurrection—in vision form and in a narrative-dramatic idiom characteristic of Fourteenth Century England. These events are fragmented throughout the whole."

FRAGMENTED throughout the whole" is a key to the excerpt printed here—the Crucifixion scene from Dr. Wheatcroft's longer work, *A Fourteenth Century Poet's VISION OF CHRIST.* Based on William Langland's *The Vision of William Concerning Piers the Plowman,* this modern rendering is "a poetic drama for voices and instruments," involving six solo voices, a chorus of about 40 voices, a poet-narrator, four dancers and an instrumental group composed of such instruments as herald's trumpet and minstrel's harp. To achieve unity in the Christ story, Wheatcroft has taken the "fragments" in Langland's long poem and has freely "Englished" them in a modern idiom while recasting them in a different art form.

All this is in the process of creation, still awaits its premier performance. But a modern poet has been moved to make contemporaneous the religious vision of a man whose work bridged the ages.

That vision is not complete, however, until the musical score is written which complements the poetry. How, then, does the composer "hear" this drama?

EDWIN LONDON, associate professor of music at Smith College and director of the Smith-Amherst Orchestra, is a young composer whose published works range from "Three Settings of Psalm XXIII" to a mime-opera, "Santa Claus." Presently a visiting lecturer at the School of Music, University of Illinois, he has served on the faculty of the Berkshire Music Center at Tanglewood, 1964; as a fellow of the Macdowell Colony, 1965-66; and as composer-in-residence at the Cummington School of the Arts, 1968 and 1966. He believes the composer will wish to characterize "the uniquely Langlandish contemporaneity" of *A Vision of Christ* while



Personae of the Drama

Male Voice -- Poet

Soprano -- Mary, Peace

Counter Tenor (or alto) -- Imaginative, Holy Spirit, Faith

Tenor -- Will, Longinus, Good Samaritan

Baritone -- Christ

First Bass -- Judas Satan

Second Bass -- Beelzebub

Four Female Dancers -- Mercy, Peace, Righteousness, Truth

Chorus of Mixed Voices

Musicians -- Minstrel's Harp, Herald's Trumpet, Cornet, French Horn, Flute, Recorders, Timpani, Triangle, Cymbals, Bells, Tambourine, etc.

"underlining, if only subliminally, its peculiarly pertinent present-day identity (its 'then-ness' as 'now-ness')."

But what of techniques, musical forms, instrumentation?

Dr. London replies: "To do this will require cross-reference to musical techniques of the past (though our 'concept of early music' is itself a projection made out of the needs of this age) framed, as it were, by an analogy with primitive sensibility: The spoken word, chant, song —in solo voices and choral aggregate—will mix with musical instruments having their own histories, to play central roles in the tonal fabric. But in a present-day theatrical production, which does not eschew the use of lights and other technical means, perhaps the composer can call on procedures of electronic amplification and speaker placement, as well, indeed, as pre-recorded manipulated tape collage and sound synthesis, in order to better enter the poet's metaphor of a religious vision as appropriate for now as ever."

THUS, poet and composer still labor to light Langland's *Vision* anew. None of it is an easy task. Text, score, staging, costuming, casting, direction, performance—all these elements must be creatively fused before Will Langland's religious experience becomes a part of today.

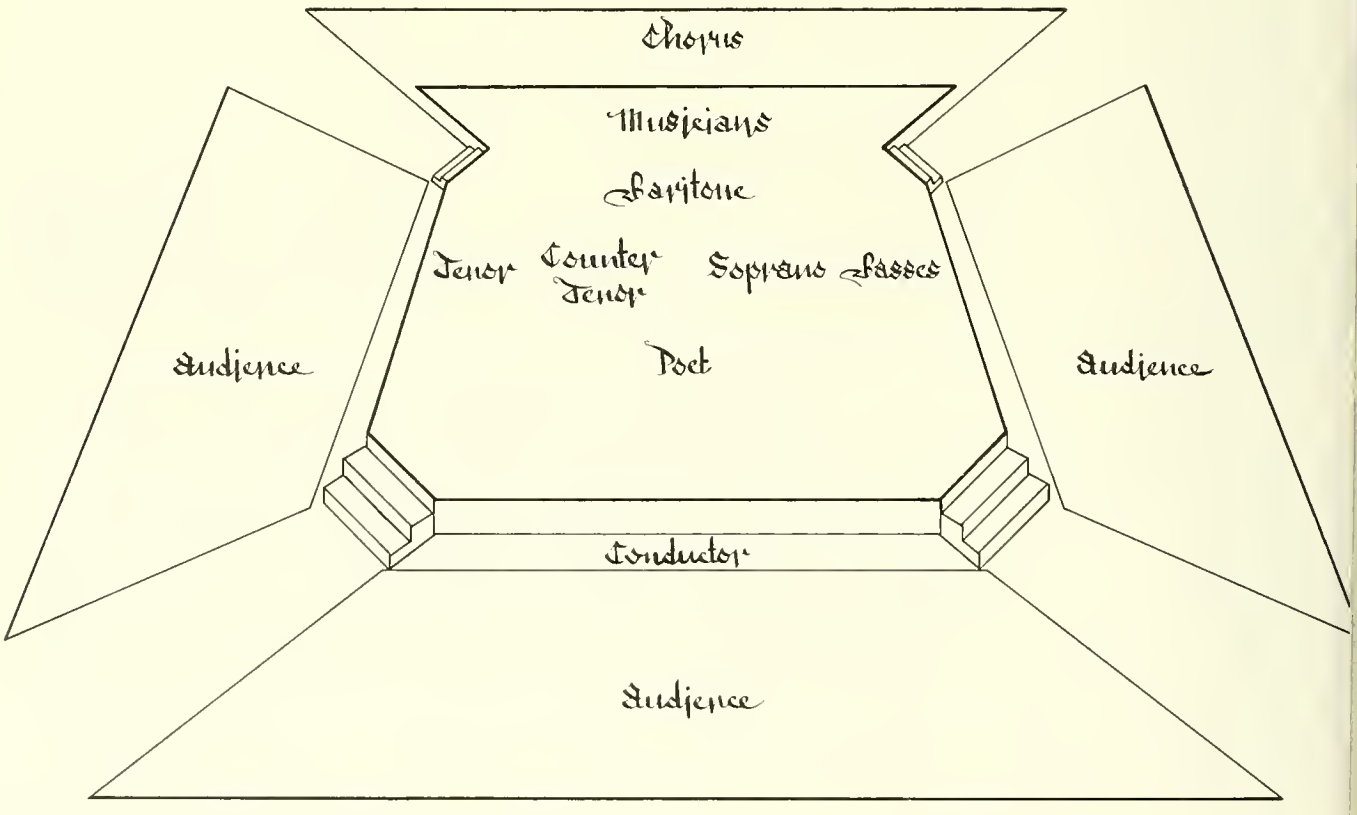
Of Langland's life and work, scholars say that he was born about 1332 and that he wrote the first of three texts of *Piers* in 1355 while residing in London. Though much of the original poet's life is obscure, Langland appears to have been a member of the clergy. From the text of *Piers*, one scholar derives this description of the poet and his work: "He was tall, lean and eccentric in his conduct; and no doubt appeared singular to his contemporaries.

"It was this man who wrote *Piers Plowman*—a poem which, while it portrays the people and the manner of its time, is something much more. It is a great human biography—the cry of a soul in doubt, distress and perplexity. And it is indeed strange that this view of the poem has not, up to the present time, been more fully realized." ***

Here then is something of the two poets, the composer, the original poem and the new poetic drama with music. The following excerpt from Wheatcroft's *Vision* is itself taken out of the context of the music-drama in which it attains its larger meaning. But we share it with you at this season of the year because we believe even this partial rendering makes clear its larger meaning for our age of "doubt, distress and perplexity."

***Allen H. Bright, *New Light on Piers Plowman,* London, 1950, p. 78.

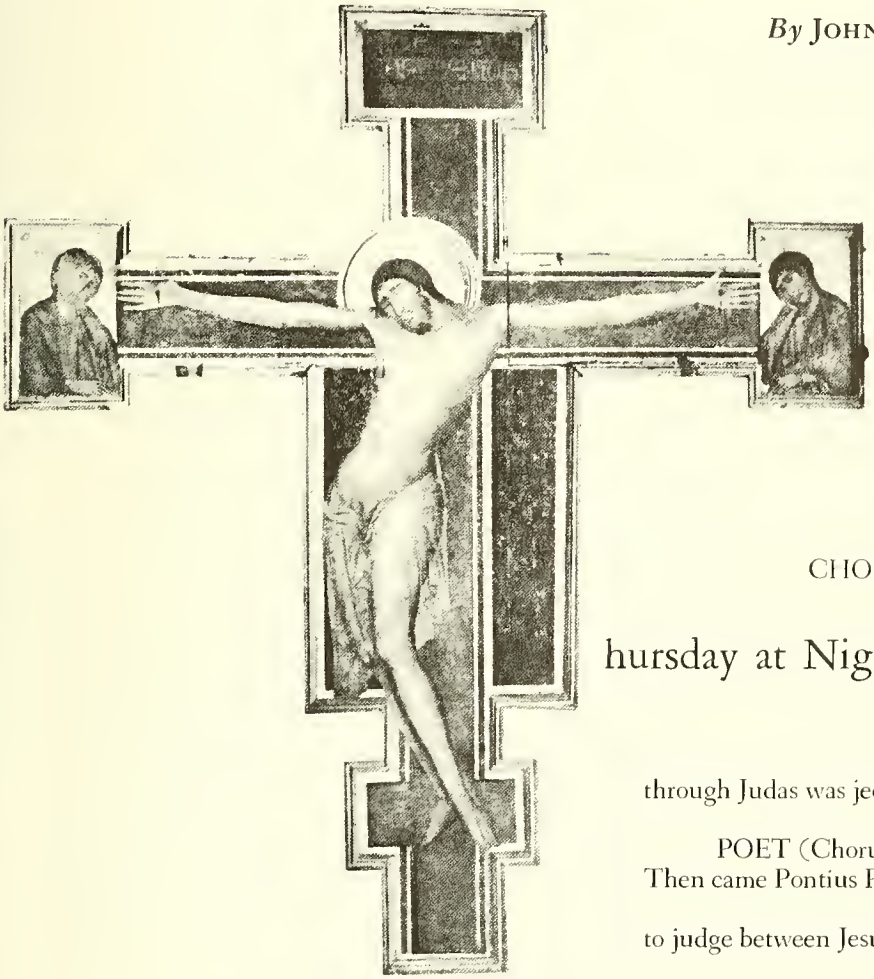
Staging



The Crucifixion Scene from
A Fourteenth Century Poet's

VISION OF CHRIST

By JOHN WHEATCROFT '49



CHORUS MEN (Chanting)

hursday at Nightfall

this knight was nabbed naughtily;
through Judas was jeopardized—
Lord Jesus his name.
POET (Chorus murmuring under his voice)
Then came Pontius Pilate,
with a mad mess of people,
to judge between Jesus
and the rabbis the right.

A Poetic Drama for Voices and Instruments
Based on William Langland's
The Vision of William Concerning
Piers The Plowman

CHORUS BASSES (Shouting)

The robber Barabbas—
now pardon, parole him!

CHORUS TENORS (Chanting)

This Nazarene threatened
to trample our Temple,
one day to destroy it.
You must doom him to death!

SECOND BASS

Crucify him!

POET

cried a captain;

SECOND BASS

I warrant him a witch.

TENOR

Nail him up, nail him up!

POET

yelled another cruel knave.
And of keen cutting thorns
he thatched a thonged crown;
like a garland then laid it
on our Lord, and he laughed.
Sharp reeds in the Savior
those rascals then rammed;
they tacked him up naked
with nails on the tree.
A pole dipped in poison
they pressed to his lips,
bid him drink his death wine.
Jesus drank his full doom.

SECOND BASS

If you truly be Christ,
King's son, as you claim,
and if you be subtle,
now save your own self,
come down from that cross.
Then can we confess
that life loves you dearly,
will not let you die.

BARITONE — CHRIST

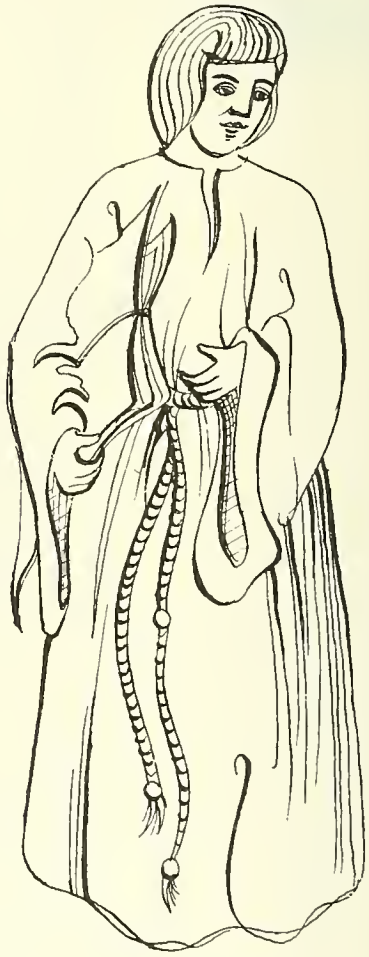
Consummation est.

POET

cried Christ
and commenced then to swoon.

CHORUS WOMEN

Piteously and pale,
like a poor prisoner dying,
the Lord of life and light
his eyes together laid.



Poet

ORIGINAL TEXT

B Version, Passus XVIII, 25-45

In Piers paltok the Plowman · this priker shal ryde;
For no dynte shal hym dere · as *in deitate patris.*'
'Who shal Iuste with Iesus?' quod I · 'Iuwes or scribes?'
'Nay,' quod he, 'the foule fende · and Fals-dome and Deth. 28
Deth seith he shal fordo · and adown brynge
Al that lyueth or loketh · in londe or in watere.
Lyf seyth that he likth · and leyth his lif to wedde,
That for al that Deth can do · with-in thre dayes, 32
To walke and fecche fro the fende · Piers fruite the Plowman,
And legge it there hym lyketh · and Lucifer bynde,
And forbete and adown brynge · bale and deth for euere:
O mors, ero mors tua!
Thanne cam *Pilatus* with moche peple · *sedens pro tribunali,*
To se how doughtilich Deth sholde do · and deme her botheres rizte.
The Iuwes and the Iustice · azeine Iesu thei were, 38
And al her courte on hym cryde · *crucifige* sharpe.
Tho put hym forth a piloure · bifor Pilat, and seyde, 40
'This Iesus of owre Iewes temple · Iaped and dispised,

SOPRANO

This was the cutting of care's knot,
the commencing of rest.

Agnus—Instrumental

CHORUS MEN

The day for dread withdrew
and dark became the sun.
Walls wibbled and wobbled
and all the world quaked.
Dead men by the din
were drummed up from their graves.

POET

A corpse told why that tempest
a long time endured:

BASS FROM CHORUS
(Hooded, stepping onto stage)

For a bitterly fought battle
between life, between death
rages in this rain swirl—
one shall ruin the other.
No man shall know for sure
which shall be the master
before Sunday at sunrise.

POET

Then sank back in earth.

CHORUS WOMEN

Some said he was God's son
so softly to die.

CHORUS MEN (Chanting)

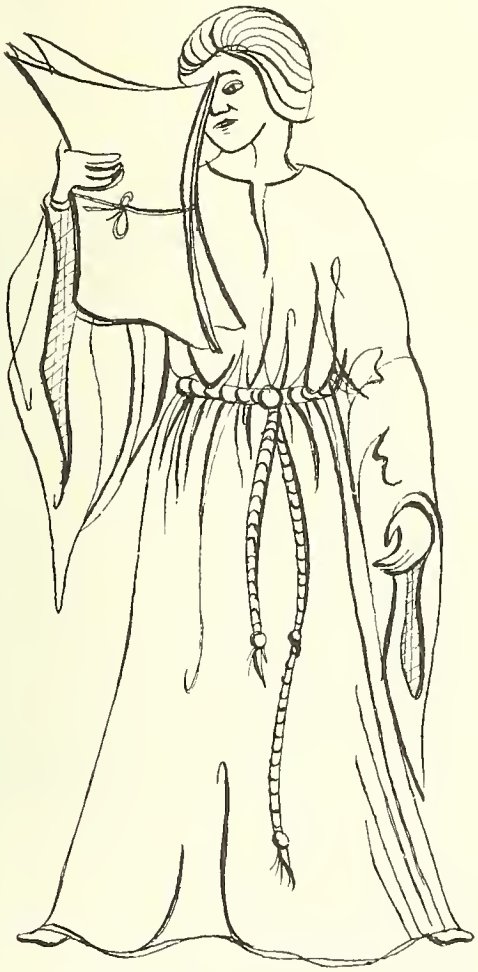
Some called him a witch.

BASS IN CHORUS (Chanting)

Wise we weigh whether
he be full dead or not
before we unnail him.

POET

Two thieves then they lofted
alongside our Liege Lord.
And a captain came forth
and cracked those churls' bones.
But no baron was bold
to handle his flesh.
For Christ was a knight,
courageous, a King's son.
There came, though, a squire,
with a keen spitted spear,
Longinus, our lore says,
who had long lacked his sight.
Before soldiers and citizens
he was led unsuspecting,
unwitting was handed
a weapon to wield,



Tenor

ORIGINAL TEXT

B Version, Passus XVIII, 25-45

To fordone it on o day · and in thre dayes after
Edefye it eft newe · (here he stant that seyde it)
And ȝit maken it as moche · in al manere poyntes, 44
Bothe as longe and as large · bi loft and by grounde.'

'*Crucifige,*' quod a cacchepolle · 'I warante hym a wicche!'
'*Tolle, tolle!*' quod an other · and toke of kene thornes,
And bigan of kene thorne · a gerelande to make, 48
And sette it sore on his hed · and seyde in envye,
'*Aue, rabby!*' quod that ribaude · and threw redes at hym,
Nailled hym with thre nailles · naked on the rode,
And poysoun on a pole · thei put vp to his lippes, 52
And bede hym drynke his deth-yuel · his dayes were ydone.
'And ȝif that thow sotil be · help now thi-seluen,
If thow be Cryst, and kynges sone · come downe of the rode;

a lance in his left hand
for injuring Jesus.
This boy who was blind
pierced our Lord through the loins.

Kyrie—Instrumental

POET

Blood sprung by that shaft
unspeared the lad's eyes.
To his knees fell that squire,
sore sighing he spoke:

TENOR — LONGINUS

My will never willed
that I wound you, my Master.
This wrong I have wrought—
already I rue it.
With pity and pardon
now shower me, Savior.

POET

For the first time rained tears
from his radiant eyes.

The Musician in the Dance of Death, an early fifteenth century rendering.

SOPRANO

Many ladies so lovely,
many knights so beloved
then swooned as if dead,
for death's dints they sorrowed.

CHORUS WOMEN

And lo! how the sun
locked up all her light
for the sight of him suffering
who made sun and stars.

CHORUS (Chanting)

The earth for the heaviness
he had to heave under
quaked like a quick thing,
the very rocks quivered.

CHORUS MEN (Chanting)

No, Hell could not hold
for the hurt of him hanging.

POET

Now shall Lucifer believe,
full loth though he be,
that Jesus the Giant
engendered an engine
to batter and beat him
who bore off the fruit.

COUNTER TENOR

See, a spirit speaks Hellward,
a sound swathed in light.

Fanfare—Herald's Call

BARITONE — CHRIST

Proud prince of this place,
unpin these speared gates!
Here comes for his kinsmen
that King who is Glory.

CHORUS MEN (Chanting)

Then sighing sad Satan
spoke to his gang:

Behind the Doors of Project Sesame

Brian Bradley, at left, is a miniature artist at work, carefully painting facial features on a papier-maché head sculpted from a light bulb. The head is one of several figures Brian and his classmates designed in the SESAME A summer arts and crafts class.

Finger-painting with a brush? Joey Opie pauses, during summer SESAME A classes held in Shamokin, to remove some paint from her hands.

Dr. William L. Goodwin of the department of education faculty at Bucknell is the regional coordinator of all SESAME activities.

WHILE the goals of a University are many, perhaps the ways in which these goals are achieved are even more numerous and varied. At Bucknell, a unique organization associated with the department of education is currently assisting the University in its efforts to provide stimulating teaching and training while simultaneously offering new and exciting learning opportunities to the 53,000 elementary and secondary students and 2,300 professional staff members in schools surrounding Bucknell. The organization is known as Project SESAME (Susquehanna ESEA Synergetic Activities and Multi-Innovative Experiences). The doors which it has opened to both Bucknellians and regional inhabitants are many.

Unlike the cryptic connotations surrounding the magical cave, SESAME's name conveys directly its aims and objectives. The organization, funded under Title III of the federal Elementary and Secondary Education Act, brings Bucknell into close contact with the 18 school districts, as well as the non-public schools, in Columbia, Montour, Northumberland, Snyder, and Union Counties in the Susquehanna Valley. The project coordinates innovative, experimental, and curriculum programs in elementary and secondary school systems in this region. Its primary aim is to improve opportunities for pupil learning, often by means of stimulating professional staff.

In attempting to accomplish this aim, SESAME draws upon student and faculty resources at Bucknell. In turn, through working on the various SESAME programs underway in area schools, collegians gain information and direct experience invaluable in careers as teachers and researchers. Both graduate degree candidates and undergraduates are given opportunities to explore new instructional procedures and materials, to design and conduct controlled research experiments, and to work closely with students and teachers on programs designed to meet the needs of the local, rural-oriented schools. In addition, SESAME's involvement with all the schools in the region provides unique opportunities for Bucknell professors to test hypotheses or conduct studies related to their own research, with the ultimate purpose of enhancing their instructional skills and professional development.

These are the main purposes of the project, but, more specifically, what "doors" has SESAME opened for those involved in its programs? Behind three of them are programs that are completely regional in scope.

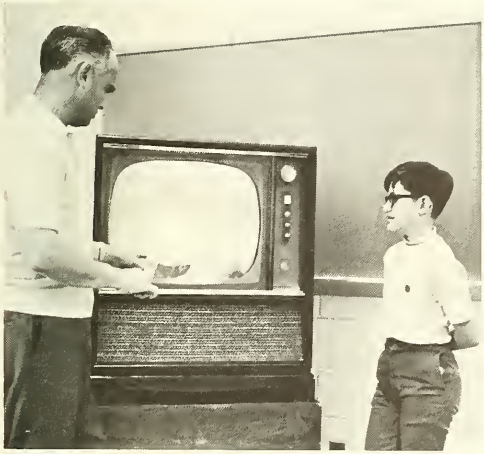
FIRST, SESAME supports the teaching focus of Bucknell University by providing high-quality, inservice learning experiences for educators in the five-county region. This phase of the project has been termed Sequestered SESAME; the inservice learning sessions are held in the retreat (or sequestered) setting of Timberhaven Conference Center near Lewisburg or at other settings, such as restaurants or district schools. In addition to state and national consultants, Bucknell professors, including Dr. William L. Goodwin, a member of Bucknell's department of education faculty and regional coordinator for SESAME activities, Dr. Harold W. Heine (department of chemistry), Dr. William H. Heiner (department of education), Dr. David J. Lu (departments of history and Japanese studies), Dr. Hugh F. McKeegan (department of education), Dr. J. William Moore (department of education), and Dr. John S. Wheatcroft '49 (department of English), have played an active role in conducting the sessions.

Another opportunity for inservice learning occurs through the SESAME project known as SESAME G (Susquehanna ESEA Synergetic Activities for Maximal-involvement via Educational Games). It proposes to equip teachers with the knowledge and skills needed to design highly motivational learning activities (often called educational games). After diagnosis of student needs and the establishment of objectives for the pupils, the appropriate use of such activities in the classroom can increase student interest and enjoyment in the learning process and, for certain types of learning, can enable students to learn more effectively and efficiently. The design and construction of educational games and simulations also offer excellent opportunities for involvement on the part of professional staff.

Large numbers of both elementary and secondary teachers in the region attended Phase I workshops sponsored by SESAME G this summer and fall. Staffed by area teachers trained in game construction, the workshops included instruction in the principles of game design, demonstration of several commercial and locally-developed games, opportunities for game construction, and actual game play. They also provided a structure in which to explore more effective ways of working with teachers.

Title I programs assisted by SESAME provide opportunities for Bucknell students to work on an individual basis with students. Above, Jane Goldsmith '69 and Crystal Cupp explore the horizons opened by books in the Warrior Run tutorial program. At right, Cindy Helgren '69 and Randy Bieber work on reading exercises in hall of Warrior Run school. Facilities were crowded during program, and many unique settings for learning were used.

At right, Marjorie Johnson, a SESAME A music student from Selinsgrove, learns by listening in Bucknell's "Dial Access" system. By dialing different numbers on the system, pupils were able to listen to a series of tapes on musical theory and application. Below, Professor Allen Flock, department of music, reviews a videotape of Joseph Kimbel, Danville, conducting a choral arrangement. Young man learns by looking with teacher so that suggestions for improvement can be made.



DURING the school year, locally-developed games will be tested in classroom settings, evaluated, and modified. SESAME G staff members, assisted by graduate students, will be traveling to area schools to help teachers construct and incorporate such motivational learning activities into their curricula. They will also work on a continuing basis with certain groups of teachers, who will then serve as "games representatives," enlightening others in their districts as to the uses and values of educational games.

A second "door" opened by SESAME uses the knowledge and skills of Bucknell students and professors to provide consultative assistance for regional schools on Title I, ESEA, programs for the educationally-disadvantaged child. Bucknell personnel furnish special aid in the design, evaluation, and analysis of Title I programs. For example, a Title I, summer pre-school program in the Warrior Run School District was locally planned, developed, and evaluated by Dr. Goodwin, assisted by a state consultant, district teachers, and graduate students in educational research. A Title I tutorial program similarly offered opportunities for individualized instruction for Warrior Run pupils as well as teaching experiences for University students. Under the direction of Dr. William Heiner, Bucknell juniors majoring in elementary education worked on a one-to-one basis with students having reading difficulties. The boundaries of the classroom did not serve as constraints for this program; as building facilities were extremely crowded, tutors utilized all available settings, and the hallowed halls of learning included broom closets and a boiler room.

Teachers are thus not the only ones to whom SESAME has brought new "doors" for discovery. The third regional project, SESAME A (Susquehanna ESEA Synergetic Activities for Multi-expressional Experiences in the Arts), coordinated by Mr. Irvin R. Rubincam, is especially geared to offer unique learning activities to students by providing opportunities for creative experiences in the arts. During the school year, SESAME A sponsors professional fine arts presentations and exhibits at district schools, in cooperation with civic groups, such as the Susquehanna Valley Association for the Arts. In the summer, classes covering such areas as music, art, creative drama, photography, graphic arts, fashion design, ceramics, and creative writing are offered at several centers in the region. Miniature musicians and adolescent artists have been a familiar sight on the Bucknell campus during the summers of 1967 and 1968, and Bucknell professors, such as Mr. Allen W. Flock of the Music Department, have proved to be as stimulating with elementary school students as collegians. Susquehanna University and Bloomsburg State College have also been active in this phase of the program. These unique settings on college campuses have given stature and maturity to the young people who have attended.

ANOTHER learning experience in the University setting is offered to gifted secondary students in Bucknell's Saturday Morning Enrichment Program. Begun in the early 1960's under a Ford Foundation Grant, the program is now coordinated by SESAME personnel and funded by the students themselves, by their local boards of education, or by some combination of these two sources. Over 90 students from the five-county region are currently attending classes in Great Works of Literature, taught by Mr. Manuel Duque of the English department; Psychology, taught by Dr. J. Ernest Keene of the psychology department; and Cybernetics, taught by Dr. Vadim Drozin of the physics department.

In addition to these regional programs, the individuality of the participating districts is reflected in a final "door" which SESAME has opened for both Bucknell and district schools, a door to educational innovation. Located in each district is an "innovative sub-program"; these programs are coordinated efforts between SESAME staff, Bucknell professors and students, and local district personnel. They involve activities which are new or innovative for the district concerned and are designed to meet high priority educational needs of that district.

The districts with their respective sub-programs include: Benton and Millville, the use of teacher aides to allow increased teacher time with slow learners; Berwick, the development of materials and instructional procedures to encourage creative thought and discovery learning; Bloomsburg and Central Columbia, development of an enrichment program for gifted elementary students; Danville, development of a research and instruction unit; Lewisburg and Milton, development of a continuous progress instructional program (the Milton program, initially financed by the Ford Foundation and the local district and given direction by Bucknell professors working with Dr. Moore, has been expanded to encompass new subject areas and grade levels since its current funding under Title III); Line Mountain, development of procedures for effective utilization of bus transportation time; Middleburg (elementary) and Selinsgrove (secondary), development of a humanities course of instruction; Mifflinburg, development of a reading/language arts program (using Bucknell University students under the direction of Dr. Heiner); Mt. Carmel, district planning for systematic educational change (using Dr. McKeegan as a continuing curriculum consultant); Shamokin, vitalization of the curriculum by subject field (initially social studies); Shikellamy, investigation of an integrated multi-media teaching system; Southern Columbia, vitalization of school curricula and instructional techniques via inservice learning; Warrior Run, investigation of the motivation options available to the elementary teacher and inservice learning on innovative instructional techniques; and West Snyder, use of library aides to permit librarians to be resource persons for teachers.

SESAME G prepares teachers to design and use motivational learning activities, through a series of workshops involving discussion, demonstrations and actual game play.

WHILE it would not be feasible to discuss each program in detail, short descriptions of the projects at Line Mountain, Shikellamy, and Danville can serve to indicate their scope.

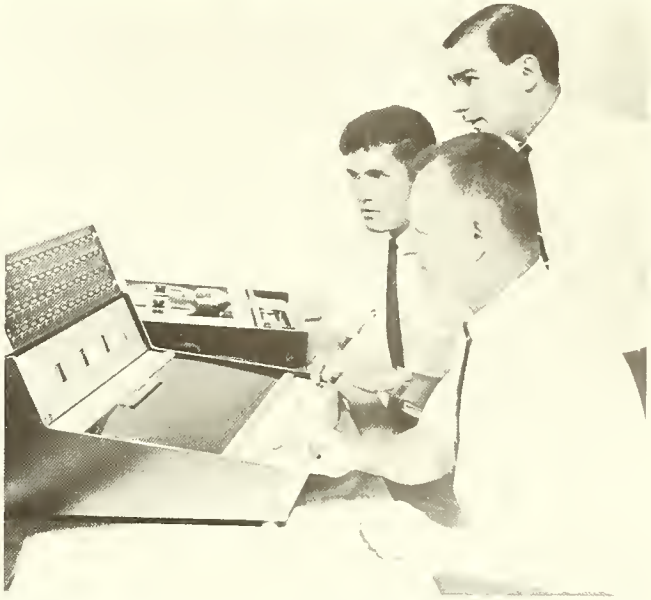
Learning is truly "on the move" in the Line Mountain School District, where pupils who must spend as much as two hours a day traveling to and from school can now listen to audio-tapes aboard their school buses. The music of George Gershwin, current news broadcasts, a dramatization of events during the Civil War, and a conversation with astronauts are only a few of the many taped presentations, which cover almost every elementary and secondary subject area. Five separate cartridge tape recorders allow students, with individual headsets and controls, to select one of five programs, according to their individual interests and needs. The end of the school day thus becomes only the beginning of a listening and learning experience. The effectiveness of the audio-presentations, the types of subject matter most appropriate for such presentation, and the most effective sequence of presenting taped materials are appropriate subjects for experimentation by graduate students in educational research.

Coordination between the Shikellamy School District and Project SESAME has resulted in a unique multi-media student response system at the Shikellamy High School. The system consists of hardware in the form of a galaxy of projectors, tape recorders, and other audio-visual equipment as well as a media materials production center. Key elements of the program are intense staff involvement and an EDEX configuration which seats 60 students; EDEX is a multi-media student response configuration which permits large group instruction without sacrificing individual student involvement.

This integrated system's approach initiates with teachers working hard to develop as effective a presentation as possible using many varieties of projection equipment, techniques, and other audio-visual materials. This teacher inservice learning takes place during the regular school day as well as in the evenings and other times school is not in session. Teachers are responsible for selecting a variety of materials and sequencing them to maximize pupil learning of pre-selected important concepts.

PIECES of audio-visual equipment in the system are electronically cued to commence operation automatically. At each pupil's desk is a series of buttons which enable each of the 60 students to answer questions (asked by the program or by the teacher directly) on an

Learning is "on the move" in the Line Mountain School District, where students can listen to audio-tape presentations covering almost every subject field while traveling to and from school.



Technology aids teachers in the Shikellamy School District's multimedia student response system. Students, at left, can answer all questions on a series of response buttons. A teacher's response console, at right, allows him to see immediately how each student responded and the percentage of class responding correctly. He is thus able to pace and direct instruction according to his pupils' progress.

indivdual basis by pressing his response button. In this system the teacher becomes the facilitator or director of learning; at his response console he is provided with immediate feedback on each pupil's progress. Also, near at hand the teacher has a media control console which permits the presentation of a variety of instructional media. This careful development and systematic electronic technique permits the teacher to become a broad-seeing monitor and decision-maker able to reprogram continuously and reinforce immediately to enhance student learning.

This sub-program evoked nothing but enthusiasm when viewed by professors from central Pennsylvania colleges and universities as part of a five-week Bucknell Faculty Development Institute in the Use of Educational Media, directed by Dr. Hugh McKeegan. For a majority of the Institute participants, this was the first time such a system, in operation, had been encountered.

Many planning sessions and inservice learning programs for educators are held in the retreat setting of the Timberhaven Conference Center, about three miles south of Lewisburg, on Route 15. Shown at the Center with Dr. Goodwin are associate coordinators, left to right, Mr. Irvin R. Rubincam, Mr. Paul J. Cieslak (back to camera), Mr. Paul W. Brann and Dr. William E. Hauck.

A team of teachers and non-certified persons working together to plan exemplary instructional activities, eager fourth, fifth and sixth grade students placed in flexible groups for different learning experiences, and an appropriate setting for controlled research experiments are all integral parts of the Research and Instructional Unit under development in the Danville Area School District. The Unit, whose concept originated at the University of Wisconsin Research and Development Center for Cognitive Learning, incorporates the best features of team-teaching, cooperative planning, and flexible scheduling. The school day becomes an ever-changing, always interesting, pattern of activities for the 140 children in the Unit, who are exposed to five teachers and several para-professionals, as well as to various team-teaching and individualized instructional situations. The flexibility of the structure enables teachers to design unique learning activities on a very large or very small scale. For example, in November, all 140 children enthusiastically participated in a simulated political convention as a portion of a social studies unit, while, at other times, two or three pupils with similar interests and needs work together with an instructor.

The flexibility of the Unit also renders it an appropriate setting in which to conduct research to determine ways of improving the instructional program. Such research is planned by SESAME staff, Bucknell personnel, Danville district central office staff, and special consultants; it is geared to answer questions important to both University researchers and to the Danville Area School District. This Unit is starting its second year and is believed to be the first, and perhaps the only, Unit in the eastern part of the country.

A MAJOR result of all these SESAME activities is that a vehicle now exists by means of which accumulated knowledge and experiences can be disseminated and, significantly, innovative regional educational programs can be initiated. When a matter of regional concern becomes prevalent (such as incorporating into the social studies curriculum accurate information on the contributions of minority groups to the development of the United States, the training of para-professionals, or exploratory study on the possibility of establishing pre-schools), Bucknell University now provides an office which can coordinate and direct a regional program for the public and parochial schools; the program, in turn, benefits University students and staff. While the SESAME office has had the effect of demonstrating to the chief school officers, their staffs, and their school boards that a regional approach can result in rather immediate and dramatic benefits for small school districts when proper coordination is maintained, each of the districts has retained considerable individuality. The full impact of the SESAME programs is just now becoming apparent.

Behind the doors opened by Project SESAME to Bucknellians, district teachers, and students alike is perhaps the richest possible treasure, the knowledge of man.

"We shall have a wiser foreign policy if we have a blend of what the Administration's experts propose and what the American people, speaking through Congress, are willing to support."

Congress and the President: Foreign Policy

By RAYMOND P. UNDERWOOD, ESQ. '41

The late President John F. Kennedy signs legislation as congressional leaders look on.

ARTICLE I of the United States Constitution provides for the Congress; Article II for the President; and Article III for the Courts. Thus are the vast powers of this nation divided into three parts, giving rise to the doctrine of the separation of powers, sometimes referred to as a system of checks and balances.

But the separate power compartments have not remained watertight. Our history is replete with contests between the three departments. As examples:

COURT *v.* CONGRESS

In an opinion by Chief Justice John Marshall, the Supreme Court established the constitutional principle of judicial review of congressional acts by holding in MARBURY *v.* MADISON *that the Judiciary Act of 1789 was unconstitutional.*

COURT *v.* PRESIDENT

The Court nullified some of the legislation enacted at the behest of President Franklin D. Roosevelt in the New Deal era.

PRESIDENT *v.* CONGRESS

Witnesses for the Administration have from time to time refused to disclose to congressional committees information which the Administration regarded as beyond the reach of Congress.

CONGRESS *v.* COURT

The Omnibus Crime Act, passed by the Congress this year, changes some of the previous rulings of the Court as to procedures in dealing with the prosecution of criminals.

CONGRESS *v.* PRESIDENT

Congress frequently refuses to enact legislation requested by the President, such as its long delay in enacting the tax increase this session and then only when coupled with requirements for cutbacks in government expenditures.

Within the separate powers concept, let us look at the relationship between the executive and legislative branches in more detail.

Especially since the 1930s we have seen important changes in the distribution of power between Congress and the President. There has been a shift from congressional to presidential and administrative power; a shift from formal policy-making to budget-making power which has often carried policy-making with it. Actually there has been a decline in the prestige and stature of Congress, corresponding to a decline in its policy-making functions.

Though each of the three branches of the federal government represents the American people (though not directly in the case of the judiciary), traditionally Congress is considered to represent them most clearly and directly. Its members are felt to be part of "the folks back home." The people think of Congress as both legislator and watchdog. The model for Congress in British experience has been that of the Tudor and Stuart periods, when Parliament carried on a continuing battle with a series of absolute monarchs for the very life of the representative system. (Once that battle was decided, the British Parliament moved on to its present form: a fusion of the legislative and executive powers in a single body.)

FACED with a new age of technology, Congress has shifted its emphasis from that of a debating body (though it still debates—sometimes interminably!) to a network of committees. It does use its committees—through hearings and the appropriation process—to keep up with the ongoing developments and problems in our society.

The committee method of specialized distribution of the business of Congress would work better if it were not handicapped by the seniority system. This system gives powerful committee chairmanships and subcommittee chairmanships to those who have been there the longest, either because they are safe and silent, or because they come from one party constituency areas, like much of the South. Thus, the power and, importantly, the work load are concentrated on those who are not necessarily the ablest and most vigorous members of Congress. Add to this a lack of cooperative action between House and Senate, mix in a lack of party discipline and coherence in both, and Congress becomes a battlefield of shifting blocs, but managing nevertheless to create a working coalition hostile to the Executive. The result is often government by deadlock, as evidenced by the history of the recent tax increase legislation.

Initiation of new policy often comes from the Executive. It acquires expertise through continuous coping with the application of government policies to functioning reality. Therefore, it is in a better position to propose policy changes or new policies than is Congress. To some degree, the President takes congressional leaders into his confidence before making major proposals.

The burden of linking the Executive with Congress falls on the operation of the party system. But that, in turn, is disturbed by sectional, doctrinal, economic and personal disputes. In times of great crisis, as in depressions and war, Congress and the Executive maintain a large degree of party, as well as nonpartisan, unity. But the normal relation of Congress and the Executive is generally that of an exasperated cold war punctuated by periods of intermittent agreement.

THERE have been attempts by Congress and the President to work out a system of cooperation in legislative policy. This is especially important on budgetary appropriations, on atomic energy and on foreign policy. But while both the Budget Bureau and the Atomic Energy Commission retain important ties with Congress, there are other bodies with crucial decision-making functions which are more dissociated from it, to the detriment of the general welfare. One is the National Security Council, made up chiefly of the defense, foreign policy and psychological-warfare leaders, sitting in council with the President. The other is the Central Intelligence Agency, which has charge of espionage and counter-espionage abroad.

The future respective roles of Congress and the President in dealing with the foreign policy of the United

States will be of such significance that it obliges us to examine the constitutional basis and historical development of those roles to determine whether some changes in those roles are necessary. An expanded role for Congress has been called for by many spokesmen, particularly members of Congress, in the past several years.

In the area of foreign policy, the Constitution empowers Congress to:

—raise revenues and appropriate monies;
—raise and support the armed forces and to make rules for the government and regulation of the land and naval forces;
—provide for the common defense and general welfare;
—regulate commerce with foreign nations; and
—declare war.

The President's powers to conduct foreign policy derive from constitutional powers to:

—command the army and navy and militia; and
—make treaties and appoint ambassadors, other public ministers and consuls, by and with the consent of the Senate.

Over the years, actual events in foreign policy have fleshed over these bare bones of constitutional powers, thereby giving greater shape and substance to the body of foreign policy powers.

THE President's freedom to act as the representative of the country in foreign relations and his power to make treaties and executive agreements permit him to commit the nation to a course of action, or become involved in one, where the use of armed forces may be finally required. The President can thus confront the people and their representatives in Congress with a *fait accompli* at will. Though Congress has no constitutional obligation to back up the President, it is often in a difficult or awkward position to deny him the money and other support which he says he needs. Members of Congress would find it almost intolerable to be susceptible to public criticism for "letting down our boys" in the armed forces whom the President may have committed to a mission.

The President's power as Commander in Chief has been used many times—some without congressional sanction, but some followed by congressional approval. Most of these actions have directly related to the protection of American lives and property. The causes were generally local disorders, revolutions, supervising elections, offenses against American citizens, and the pursuit of slavers and pirates. With the exception of the forces involved in the Boxer Uprising and the capture of Peking (1900-01), the number involved was usually small. When many troops were required, Congressional approval was usually obtained. The interventions were often of short duration. None undertaken on presidential initiative was expected to result in war, although some did lead to war or to a status analogous to it.

On several occasions United States Presidents have acted to repel actual or threatened invasion of the United States or threats to our national safety:

—in 1793, President Washington directed General Wayne to drive out of the Northwest Territory any British troops which might be found stationed there;

—in 1816, 1817 and 1818, under presidential orders, American forces invaded Forida to suppress English and Indian marauders;

—in 1846, President Polk directed General Taylor to repel any Mexican invasion of disputed territory;

—in 1916, President Wilson sent troops into Mexico to capture the bandit leader Villa, who had been raiding border towns.

Thus, Professor Quincy Wright has said:

> *"National territory, persons, ships and official agencies are tangible things and there can be no question of the President's right and duty to use the Armed Forces to protect them when actually or in immediate danger."*

But, he says:

> *"a more difficult problem arises when more remote danger or intangible policies are the object of attack . . . If such policies have the object of maintaining general international law, however, the President may justify action on the ground that international law is part of the law of the land."*

SO we find that while Congress has the constitutional power to DECLARE war, the President has the power to MAKE war.

Congress has never declared war except as a consequence of the President's acts or recommendations. And it has never refused to authorize war when requested to do so by the President. And, out of eleven serious and extended engagements of force against other nations, six have been conducted without Congress "declaring war" at all. Those conflicts which took place without any congressional declaration were:

—the undeclared naval war with France, 1798;
—the First Barbary War, 1801;
—the Second Barbary War, 1815;
—the American-Mexican hostilities, 1914;
—the Korean War, 1950;
—the Vietnam War, 1964.

Those where war was declared were:

—the War of 1812;
—the Mexican War, 1846;
—the Spanish-American War, 1898;
—the First World War, 1917; and
—the Second World War, 1941.

Since World War II, we have had four interesting examples of the relationship of the President and Congress in dealing with international conflict: Truman in Korea; Eisenhower in Formosa; Eisenhower in the Middle East; and Johnson in Vietnam.

On June 25, 1950, North Korean forces attacked South Korea. On June 27, 1950, President Truman ordered American air and naval forces to resist Communist aggression in Korea. His action followed by two days the United Nations Security Council's resolution of June 25 calling for a cessation of hostilities and withdrawal of the attacking North Korean forces and requesting the assistance of United Nations members in carrying out the resolution. However, it narrowly preceded the Security Council's call on June 27 for military assistance. The President's commitment of United States forces had no specific congressional endorsement.

DURING the presidential campaign of 1952, much was made of "Truman's War" because he had not consulted Congress prior to issuing his executive order. To forestall another such partisan charge and also to convince Communist China of the essential unity of the American people, President Eisenhower in 1955 asked Congress for a resolution approving in advance military action which he might order in defense of Formosa. He frankly stated in his message asking for the resolution his conviction that he already possessed the power.

In January, 1957, in the thick of the Middle East crisis, President Eisenhower again asked Congress for a blank check, this time for authority to provide economic aid and armed support to any Middle East nation requesting it against a Communist threat. After two months of debate, Congress voted an appropriation of $200 million for economic-military aid in the Middle East along with the curiously phrased resolution that

> *"if the President determines the necessity thereof, the United States is prepared to use armed forces to assist any nation or group of nations requesting assistance against armed aggression from any country controlled by international communism."*

The resolution said that the President should continue to support the United Nations Emergency Force in the Middle East. The President was required to report on his action under the resolution.

The two Gulf of Tonkin incidents occurred on August 2 and 4, 1964, with United States air retaliation following on August 4. In a special message on August 5, President Johnson recommended to Congress prompt enactment of a resolution expressing support for all necessary action to protect our armed forces and to assist nations covered by the SEATO treaty

> *"to give convincing evidence to the aggressive Communist nations, and to the world as a whole, that our policy in Southeast Asia will be carried forward—and that the peace and security of the area will be preserved."*

Within two days, the resolution had been adopted, 414-0 in the House and 88-2 in the Senate. Some members of Congress have spoken of a vast grant of power to the President, but the President has said that

> *"this resolution confirms and reinforces the powers of the Presidency . . ."*

The resolution

> *"approves and supports the determination of the President, as Commander in Chief, to take all necessary measures to repel any armed attack"*

on United States forces and to prevent further aggression. It affirms that the United States is

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ABOUT OUR AUTHOR

Raymond P. Underwood, Esq., has served since 1967 as legal counsel and legislative assistant to Senator Mark O. Hatfield, R., Oreg. After receiving his B.A. degree summa cum laude in 1941, Ray served in the armed forces. He received his LL.B. from Harvard Law School in 1947, and served for one year, 1947-48, on the faculty of Lafayette College. He became legal consultant to the Bereau of Municipal Research and Service, University of Oregon, in 1948, serving in that post until 1952 when he became a partner in a Portland, Oregon law firm. He became legal counsel to then Governor Hatfield in 1965. He has also served on the Portland School District's Committee on Race and Education, as special counsel for the Exposition-Recreation Commission of Portland, and as chairman of the Unauthorized Practice Committee of the Oregon Bar Association. He and his wife, Betty, are parents of two sons, Douglas and Jeffrey, and a daughter, Barbara. The Underwoods reside at 6440 Queen Anne Terrace, Falls Church, Va.

"prepared, as the President determines, to take all necessary steps, including the use of armed force, to assist any member or protocol state of SEATO requesting assistance in defense of its freedom."

It provides that the resolution shall expire by Presidential determination concerning the peace and security of the area or by congressional concurrent resolution.

* * *

EXCEPT in the case of Korea (as to which the United Nations called for military assistance), the President at the time of each of these international incidents requested and obtained supportive resolutions from Congress. However, in each case the President did not regard Congressional approval as necessary to establish the legality of executive action.

The pressure of "crisis" so pervaded the atmosphere of each of these Presidential requests and Congressional responses that the responses could not be regarded as fully objective or independent.

Prior to the commencement of the Paris "peace talks," many members of Congress had grown increasingly and publicly critical of the Administration's handling of the Vietnam conflict. This concern has led the Senate Foreign Relations Committee and others to a renewed focus upon what the role of Congress should be in the conduct of foreign relations and, particularly, how Congress should properly share in a policy decision to make war or to substantially escalate a war as to which a "declaration of war" had not been sought or obtained.

Careful consideration should be given to the desirability of proposing an amendment to our constitution which would give Congress effective participation in the critical policy determination of whether the nation should or should not embark upon a *de facto* war, like Vietnam. Today the only practical checks upon the exercise of presidential power in the conduct of foreign relations are the Administration's self restraint or popular protest. These are hardly enough.

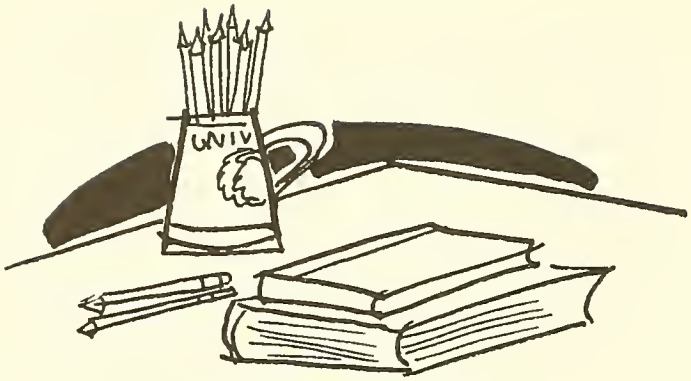
Raymond P. Underwood, Esq. '41

THE task of structuring a constitutional amendment which would restore to Congress the actual authority to determine when the United States will engage in war, would be difficult. But it might be possible, for example, to define in such an amendment the conditions under which the President could use the armed forces without a prior declaration of war by Congress. Such conditions might include military actions when national territory, persons, ships and official agencies, without provocation, had been actually attacked or were in immediate danger. The President could be required, in such cases, to obtain the prior concurrence with the proposed military actions, of a special committee designated by the Congress, which would consist of a small number of leading members of both the House and Senate from both major political parties. If this committee concurred with the President, no prior declaration of war would be necessary. If this committee should conclude that the proposed military action required a prior declaration of war by Congress, it would be referred to Congress immediately. In addition to such referrals, Congress would determine whether or not to declare war in all cases not left with the President and the special Congressional committee. Significant escalation by the President of any international conflict in the category of cases left with the President and the special Congressional committee would require a prior declaration of war by Congress. The constitutional amendment should probably assure compliance by the President by providing that his violation of the amendment would be cause for his prompt impeachment.

Whether one concludes from a consideration of the history of the relationship of the President and Congress, in the area of foreign relations, that it is necessary to modify the rather total powers of the President by constitutional amendment will in large part depend upon what he or she thinks of the following considerations:

—the relative wisdom of Congress and of the Administration;
—the appropriate amount of popular or democratic control of foreign policy, as exercised through Congress;
—the role of Congress in facilitating agreement or building national concensus on foreign policy issues.

In my view, we shall have a wiser foreign policy if we have a blend of what the Administration's experts propose and what the American people, speaking through Congress, are willing to support. Making this blend both possible and practicable is an awesome challenge to a government of separated powers. Constitutional change may well be the best way to accomplish a better balance.



Proposed Revisions To G. A. A. By-Laws

The following revisions to Article VI and Article VIII of the Constitution and By-Laws of the General Alumni Association will be presented to an assembly of the Association to be held in conjunction with the Council of Club Presidents on February 8, 1969. These amendments deal with the method of electing Directors and Alumni Trustee nominees.

Alumni who wish additional information on the proposed revisions may contact the following officers of The General Alumni Association:

Mr. Robert D. Hunter '49, president, 543 Hague Court, Oradell, N. J., Telephone 201-262-0442; Mr. James E. Pangburn '54, vice president, 109 Eton Drive, Pittsburgh, Telephone 412-232-4100 (ext. 5800); Mr. Kenneth R. Bayless, Esq., '42, vice president, 1115 East Broad Street, Hazleton, Telephone 717-454-0536; Dr. Melvyn Woodward, director of Alumni Relations, Telephone 717-524-3261.

Article VI — Directors

Section 1. The affairs of the Association shall be managed by a Board of Directors composed of twenty-five members who shall be elected from the membership of the Association for five-year terms each. At least five members shall be women. No more than two Directors from any one alumni district shall be on the Board at any time. The President of the University shall be a Director, ex officio. The procedure outlined herein shall be followed in the election of Directors.

Section 2. The Director of Alumni Relations shall request all alumni club presidents to canvass their club members for suggestions for the position of Alumni Director. He shall also request suggestions from representative Alumni, including class presidents, Alumni Fund representatives, past presidents of the Association and former Alumni Trustees. Such requests shall be accompanied by an appropriate standard form for convenient use in proposing individual candidates and furnishing qualification data.

Section 3. The Director of Alumni Relations shall cause to be inserted in a prominent place in THE BUCKNELL ALUMNUS, no less than sixty days before Homecoming, a notice inviting alumni to exercise their privilege of proposing nominees for Alumni Directors. The deadline for receiving suggestions for Alumni Director shall be thirty days before Homecoming.

Section 4. The Board of Directors of the General Alumni Association shall elect a Committee on Nomination of Alumni Director consisting of six members. No more than two members of the committee shall be members of the Board of Directors. Upon election of the committee, the President shall appoint a chairman who must be a member of the Board of Directors. The terms of the six members of the nominating committee shall be for three years but will be staggered so that each year there will be two newly elected members and two members retired from the committee. During the period of changeover, initial appointments will consist of two members for one year, two members for two years, and two members for three years.

Section 5. Each committee member will receive a list of all nominations. The committee will meet on Homecoming weekend and elect two times the number of candidates as there are board openings. The list of candidates is then to be given to the President of the General Alumni Association and from it the required number of Directors will be elected by the Board. The

election will be based on an order of preference vote, i. e., each Director would assign his first choice a vote count equal to the number of Directors to be elected, his second choice a vote count equal to one less the number to be elected, etc., down to his last choice receiving a vote count of one. The votes of the Directors will then be tallied and the election of new directors will be established on the basis of descending total. None of the candidates will be notified that they are under consideration for the office of Director.

SECTION 6. The Director of Alumni Relations shall then notify each of the newly elected members. Should any decline to serve, the candidate receiving the next highest vote by the Board will be asked. In the event that more than half of the candidates decline to serve, the nominating committee must be reconvened to develop more candidates for election by the Board.

SECTION 7. When an interim vacancy occurs, the unexpired term shall be filled by a member of the Association elected by the Board of Directors unless the unexpired term is for less than one year.

Article VIII — Alumni Trustee

SECTION 1. It is the prerogative of the Association to nominate annually one of its members to the Board of Trustees of the University for a five-year term. At least one of the five Alumni Trustees must be a woman. The procedure outlined herein shall be followed in the election of candidates.

SECTION 2. The Director of Alumni Relations shall request all alumni club presidents to canvass their club members for suggestions for the position of Alumni Trustee. He shall also request suggestions from representative Alumni, including class presidents, Alumni Fund representatives, past presidents of the Association and former Alumni Trustees. Such requests shall be accompanied by an appropriate standard form for convenient use in proposing individual candidates and furnishing qualification data.

SECTION 3. The Director of Alumni Relations shall cause to be inserted in a prominent place in THE BUCKNELL ALUMNUS, no less than sixty days before Homecoming, a notice inviting alumni to exercise their privilege of proposing nominees for Alumni Trustee. The deadline for receiving suggestions for Alumni Trustee nominees in the Alumni Office shall be thirty days before Homecoming.

SECTION 4. The Board of Directors of the General Alumni Association shall elect a committee on Nomination of Alumni Trustee consisting of nine members. No more than three members of the committee shall be members of the Board of Directors. Upon election of the committee the President shall appoint a Chairman who must be a member of the Board of Directors. The terms of the nine members of the Nominating Committee shall be for three years but will be staggered so that each year there will be three newly elected members and three members retired from the committee.

SECTION 5. Each committee member will receive a list of all nominations. The committee will meet on Homecoming Weekend and elect six candidates. This election will be based on an order of preference vote, i. e., an individual member would assign his first choice a vote count of six, his second choice a vote of five, etc., down to his sixth choice receiving a vote count of one. The votes of the entire committee will then be tallied and the final order of preference of the top six candidates for the office of Alumni Trustee will be established on the basis of the total. None of the candidates will be notified that they are under consideration for the office of Alumni Trustee.

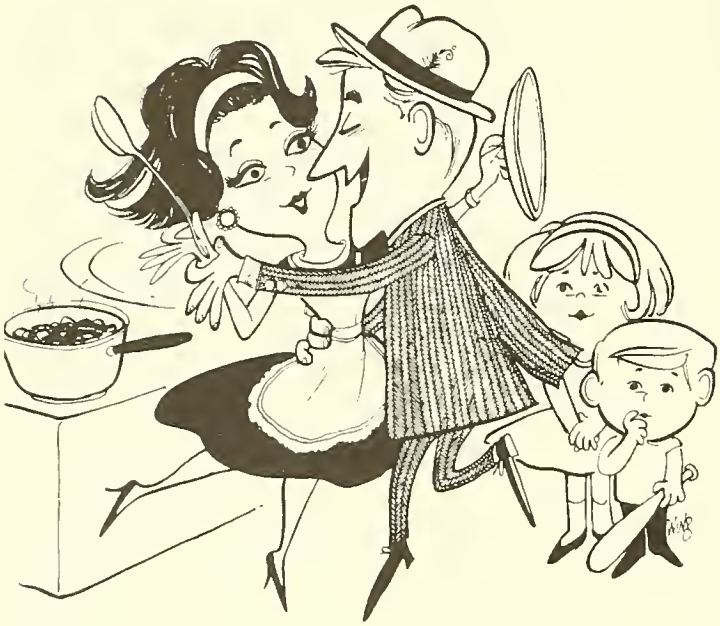
SECTION 6. The committee will present the top three names to the chairman of the Board of Trustees. If the name of any candidate is nominated by a petition signed by not fewer than 200 Alumni, it shall be presented at this time to the Chairman of the Board of Trustees and it shall be indicated thereon that such candidate was nominated by petition. The deadline for receiving such petition shall be Homecoming. The chairman will make his selection from the list of three names with the order of preference as a guide and petition candidates if any. He will request the Director of Alumni Relations to contact his first choice to obtain the candidate's willingness to serve. Should the first choice be unwilling to serve, the same operation will be repeated until, if necessary, the total list have been contacted. If none are willing to serve, the chairman of the Board of Trustees shall request from the Nominating Committee their next preference until a candidate has been designated.

SECTION 7. Following the election of a Trustee, announcement will be made in the next issue of THE BUCKNELL ALUMNUS for the notification of the General Alumni Association.

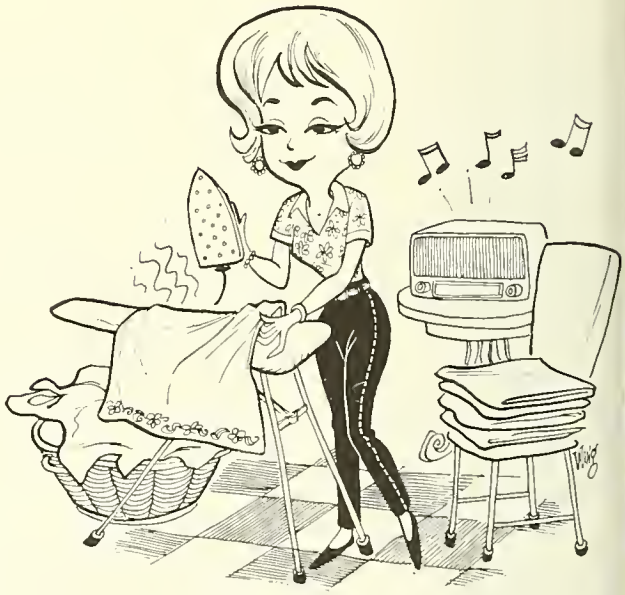
SECTION 8. Any person who has served as Alumni Trustee shall not be eligible for redesignation as a candidate for Alumni Trustee.

By CAROLYN MEYER SMRCKA '57

The Domestic



Brain Drain



Carolyn Meyer Smrcka '57 does domestic chores, bakes a great cake, is an expert sewer and manages to write articles and a monthly column, "Cheers and Jeers," for MC CALL'S *and feature stories for* FAMILY CIRCLE. *Married to Joseph Smrcka, a design engineer, it could be said that her home life is "dominated" by males, for she is the mother of three sons: Alan, 9, John, 5, and Christy, 1½. She's also author of a children's sewing book which Harcourt, Brace and World will publish next spring. A cum laude graduate with a major in English, Callie's feature article, "Stay Home and Have a Career Too," appeared in the June 1968 issue of* FAMILY CIRCLE, *and another article, "A Toast! To Days of Auld Oneupsmanship," appeared the same month in* MC CALL'S. *Other articles will appear soon. The Smrckas reside at 16 Murray Street, Norwalk, Conn. 06851.*

"There is too much work that needs doing, too many things in the world that need changing, for educated women to allow themselves to be reduced to the role of cook and laundress."

CALL it the Domestic Brain Drain. It is not that the nation's best minds are going off to sell their talents to a foreign country. They are staying at home, and that's the problem.

These minds belong to the young female college graduates of the past ten years or so who have allowed themselves to be convinced that being a housewife and mother is the most the world dares to ask of them. They are the Professional Mamas who use their homes as a shelter from challenge and their children as an excuse for evading a wider responsibility.

Years ago I wondered whom Betty Friedan was addressing when she wrote *The Feminine Mystique*. Certainly not most of the women I knew: they were much too busy studying breast-feeding and natural childbirth techniques to read anything more provocative than Dr. Spock. And there were some who refused to read Mrs. Friedan's book because they didn't want to be told what they already suspected: that making beds and staging birthday parties for four-year-olds is not the best use for a college education. There was a lot of defensive talk then, as there always is, about how their degrees have enabled college women to be "better mothers" (whatever that means; not splitting infinitives in front of the children?). But I think these women are kidding themselves with what turns out to be a very bad joke, and the last sad laugh will be on them.

I am not crusading for women to go out and get jobs. Simply working in an office for pay can be as self-defeating as staying home and doing housework for nothing, as everyone expects them to do.

I am not even arguing that every college woman should have a career. And it's a little late in the game, at least for me and most of my cotemporaries, to talk about delaying marriage and postponing babies until we've had a chance to become committed to a career and established in it. Even then, it's rough. A woman usually has to be better than her male counterpart to get a really good job in the first place; she may have to accept lower pay for the same work; she will probably be passed over for promotions because of her sex. A book published last summer, *Born Female: The High Cost of Keeping Women Down* by Caroline Bird, describes the system in infuriating detail. And it's all true: it has happened to me, and I've seen it happen to others.

WOMEN who don't want to buck that system very sensibly decide on teaching or nursing or some other non-competitive field. A Bucknell classmate of mine, a woman of abundant intelligence, talent, and drive, told me recently that she wants to go on for a law degree, but her family has tried to dissuade her, insisting that the legal profession is no place for a woman—so why not pick up some teaching credits instead? I've heard this story over and over: a teacher's hours and vacations fit right in with her children's, and that supposedly makes it the ideal profession. I do sincerely hope that the women who are teaching my sons have a greater commitment to their profession than mere convenience.

College women don't have to work, but there is one thing that I will argue without qualm or qualification: *every* woman, and especially those who have been to college, has an obligation to use her brains and her education productively. And that means for something more than organizing the Cub Scout bake sale.

Women can and should be the movers and shakers

in every area of contemporary life. They are equipped with the same intellect and as much education as men. And, except for women already engrossed in full or part-time careers, they have one thing more: time. A woman can arrange her days to suit herself. She enjoys a freedom that is the envy of any man whose work confines him to an office or laboratory. Yet she is apparently contented most of the time to sit back and let the men use their limited free hours to be the policy-setters and decision-makers in areas in which she could be equally effective.

There is too much work that needs doing, too many things in the world that need changing, for educated women to allow themselves to be reduced to the role of cook and laundress. I don't deny that somebody's got to put a meal on the table, the children do need clean clothes for school, and in most cases it's up to Mom to do it. But I do want to point out to protesters that Parkinson's Law also applies to housework, which easily expands to fill the time available, and then some.

I recently read an editorial deploring the filthy conditions of passenger trains and suggesting that women, as the nation's housekeepers, should band together and put pressure on the railroads to clean up their restrooms. While I was annoyed by the obviously masculine philosophy that dirty toilets are somehow an area of specifically feminine interest, the writer does make a valid point: never underestimate the power of a group of determined women. Or one alone, for that matter.

THE problem is that, with the exception of such outstanding organizations as the League of Women Voters, most women and women's groups think too small: they will protest a new road if it creates a hazard for their children, but not necessarily if it creates a serious relocation problem for families they do not know. They will rise up wrathfully when the school board attempts to transfer a beloved teacher from their school, but they are generally ignorant of what's going on in other schools in the community, and they are only faintly interested in the whole process of education.

One of my severest critics accuses me of intolerance. She is correct. And I am not mellowing with age.

I am intolerant of women who have allowed themselves to become the appendages of other people, usually of their husbands and their children but sometimes of their own parents. A friend of mine, the daughter of a family well known in their small community, says she could not actively participate in a political campaign because it would "embarrass" her relatives. Another friend did not take a part-time job that interested her because it might have detracted from the image of her husband's success. And I could reel off a depressing list of women who say their children "need them." Of course children need their mothers, but after the first few months, not on an around-the-clock basis.

I am intolerant of women who waste their time and talent on trivia, frittering away energy on useless bridge clubs, sewing groups, and even most fund-raising projects. It's easy to get bogged down with busy work. I am called an average of twice a week by somebody who wants something done; the burden is in making a choice. I know a former art education major who could, if she chose, set up a class for children, or, if she wished, develop her own considerable talents as a painter. But she limits herself to papering the walls of her dining room and doing an occasional clever poster for the PTA.

I AM intolerant of women who are "too busy" or "too tired" to read newspapers or important books, and those who are too self-absorbed to care about finding out what *needs* to be done.

I am especially intolerant of men and women who insist that a woman's principal job when her children are young is to take care of them and make sure they get a "good start." These experts have obviously not been reading the headlines lately. Being a good parent is one of a woman's jobs; it's also one of a *man's* jobs, a point that is too often overlooked. If the parents of the rebellious youngsters we've been reading about had both been seriously involved all along with "doing their own thing" —and I don't mean the single-minded pursuit of affluence —the kids might be a lot less hung up on doing theirs so destructively.

Children need more than care-takers. They need examples. And the example of a mother who has so little regard for her own education and so little respect for her own intelligence that she confines her influence to her own family is scarcely the inspiration youngsters are looking for today. It is our obligation as women to change our image and to become involved with things that really matter—for the sake of our children, for the good of their world and ours.

Carolyn Meyer Smrcka '57

Varied Worlds

From page 1

achievement and service to the U. S."

But Mrs. Haller (the former Carole Itjen '54) serves husband—appreciation with her meals.

"I never cook veal," she said at the gathering in the White House library at which Haller was admitted to the academy. "I'm not good enough to do justice to a good piece of veal."

She wouldn't even attempt the liver without her husband's advice: "Use butter in a hot pan, and do it very quickly."

Before Mrs. Haller was married she could cook only one thing—apple pie. It didn't do her much good. Hers was as-American-as, and Haller, it seems, prefers the Swiss kind, custardy and without a top crust.

Things are improving in her kitchen now that their children are no longer babies, she said. And when Haller comes home after having created and tasted a state dinner, he likes to have her salad and steak.

"Pot roast, mashed potatoes and string beans are a good meal," she said, "and I serve spaghetti a lot. He says I shouldn't say so."

When company comes, she does the simpler things under his direction and lets him create the masterpiece.

The four Haller children, who have mastered the grilled cheese sandwich, were on hand this week, as was Rosa Haller, the chef's mother, who is visiting from Switzerland.

The ribbon and medal which go with the award wouldn't fit over Haller's chef's cap, so he took it off to be decorated.

Mrs. Lyndon B. Johnson stopped by to congratulate the chef.

Distinguished Teaching

Distinguished Professor for 1968—that's the latest achievement of Mrs. Thomas Del Bluth, the former Elizabeth J. Gowland '57.

An assistant professor of sociology at San Fernando State College, Elizabeth was one of five recipients of the award chosen by a faculty committee and the 1968 graduating class. The awardees each receive $500.

Elizabeth Gowland Del Bluth '57

Now a candidate at U. C. L. A. for the Ph.D. degree in the sociology of religion, Elizabeth received her B.A. degree with *cum laude* honors. At Bucknell, she participated in the Washington Semester Program at American University and was a head resident during her senior year in the initial program of the University. She is also a member of Alpha Kappa Delta and Phi Beta Kappa.

She began her teaching career in 1960 at Immaculate Heart College, Los Angeles, after receiving her M.A. degree in sociology from Fordham University. Elizabeth joined the faculty of San Fernando State College in 1965, where she is associated with Dr. Albert Pierce, formerly professor of sociology at Bucknell. During the past year, she has also served as a consultant to Roman Catholic religious orders of women who are changing their organizational structures in renewal as directed by the Second Vatican Council.

Elizabeth explains that the main assumption of her teaching methods is derived from Kahil Gibran's essay on teaching in *The Prophet:*

"I don't really lecture . . . just ask questions . . . discuss . . . think *with* the students, not *for* them. Frankly, I expect to learn as much as they do.

"I want my students to know the excitement of their minds closing in on a problem, of 'seeing' the symmetrical beauty in the logic of a theory, of delighting in the 'discovery' of old things by seeing them in a new light. Though not every class is marked by success, I take as an ideal that class sessions *should be* joyful, mind-stretching and real."

This is the philosophy of teaching that made Elizabeth a distinguished professor, but she also wins top ratings as a wife and mother. Elizabeth became Mrs. Thomas Del Bluth in August 1960. Her husband is a graduate of Georgetown University and an educational psychologist. The Bluths have two children: Robert, 7, and Richard, 6. They reside at 11601 Balboa Boulevard, Granada Hills, Calif. 91344.

Music Critic

Music critic, T. V. news producer, and student of languages and the arts—these are just a few of the descriptions for Mrs. Louise Austin Remmey '54.

Now a regular contributor of articles on music to *The Washington Post* and *The Baltimore Sunday Sun,* Louise is a *cum laude* graduate of Bucknell and a former Fulbright scholar at the University of London. She studied piano at the Peabody School of Music in Baltimore and has been an observer of master classes at the Bayreuth and Salzburg Music Festivals.

Those are solid credentials for a music critic, but Louise has some other scholarly credits. At the Tokyo School of Japanese Language and the Yenching Institute of Harvard University, she studied Japanese and Far Eastern culture and attained fluency in Japanese.

This is part of the background Louise brings to her duties in the Washington Bureau of C. B. S. News, where she is chief of research and occasional producer. Though deeply devoted to the state of the arts, she admits her greatest source of satisfaction is "following at close hand the Great Game of Politics." And one of the perspectives from which Louise gets a close-up look at politics is in her role on the staff of "Face the Nation," a C. B. S. News feature which originates many of its weekly programs from Washington.

The latest music criticism by Louise which we have read appeared in the August 7, 1968 issue of *Newsday*. In it she makes a sound case for the Metropolitan Opera Company, arguing that, though much maligned, the Met looks good when compared with all other opera companies in Europe and America.

That's where we'll be looking for Louise this season—at the Met—while we keep informed about politics by watching C. B. S. News.

Nuclear Engineer

Albert E. Ketler, Jr. '56 recently was appointed manager of the Systems Engineering Dept. of the Nuclear Materials and Equipment Co., a subsidiary of Atlantic Richfield Corp.

Mr. Ketler, who received his B.S. degree in mechanical engineering, will head an organization responsible for establishing requirements for radioisotope thermoelectric generator (RTS) systems for terrestial, oceanographic and aero-space applications.

A registered professional engineer in Pennsylvania, Albert served for the past 12 years as a systems engineer with the General Electric Co. at Valley Forge. In that capacity he worked in the highly successful SNAP-27 nuclear generator program, which developed several generators for forthcoming lunar landings. Astronauts will deploy the generators on the moon where they will remain to supply electricity to arrays of scientific experiments for one year.

A native of Sunbury, Albert is married to the former Ursula Zimmerman. They are parents of three children: Heidi, 8, Audrey, 6, and Julie, six months.

Female Banker

Susan C. Fleming '55 was recently named assistant secretary of the Fidelity Bank, Philadelphia. Susan joined the bank in 1959 as an administrative assistant in the personnel department, after serving for two years as assistant personnel manager of the Rockland-Atlas Bank, Boston, Mass.

After receiving her B.A. degree

Susan G. Fleming '55

with a major in psychology, Susan traveled in Europe and did graduate work at Penn State University. She served as a psychometrician on the staff of Albright College for one year, 1956-57, and as an assistant in a clinic in Reading.

A member of Sigma Delta Chi and president of Pi Beta Phi, Susan is an active member of the Philadelphia Alumni Club. She resides at 1211 Limberlost Lane, Gladwyne, Pa.

Family Counselor

He is described as "a soft-spoken, gentle man with a quick wit" by a columnist for the *New York Post,* and a colleague describes him as a "warm, generous, outgoing human being, utterly devoid of vanity or personal ambition."

The man described is the Rev. William H. Genné '31, executive director of the Department of Family Life for the National Council of Churches since 1957.

A graduate of Yale University's School of Divinity who added a Yale M.A. degree to his credentials, William was ordained in the United Church of Christ in 1934 and spent 15 years as a chaplain at Michigan State College, Alfred University and Pacific University in Forest Grove, Ore.

But this was no ordinary chaplain. More than three decades ago, before sex education became an everyday thing and was in any case considered a poor subject for mixed company, the Rev. William Genné was teaching it in the classroom in his own sociology course at the schools where he served as chaplain.

In an interview with the *New York Post* last March, he was not enthusiastic about the progress made in sex education over the past 30 years.

"We've barely begun to treat this with any degree of adequacy in high schools and junior high schools," he said. "And it's at the junior high school level when the important sex changes are taking place in young people and when what they learn about what's happening to them sets the mold for their attitudes about sex for life."

The Rev. Genné emphasizes that sex education begins in the home—that in any kind of family situation it's virtually unavoidable. To insure that it's good, he thinks adults must educate themselves first so that the children's initial information about sex comes in a straightforward, natural and unembarrassed atmosphere.

That advice comes from a man who will mark his 32nd wedding anniversary in two months. Married to the former Elizabeth Steel in 1937—she holds a B.A. degree from Oregon State and an M.A. degree from Columbia University — Genné and his wife have collaborated on a number of books and hundreds of pamphlets distributed to young people and their parents throughout the country. The couple also holds the only joint appointment to teach in a theology school, offering a course at Drew University on the church's ministry to the family.

The Gennés live in Montclair N. J., with their two youngest children, Susan, 14, and Peggy, 17. Their son, Tom, 24, is a graduate architect, and their oldest child, Nancy, is Mrs. Ronald A. Baker III.

Saluted in May as "Man of the Month" by *Pastoral Psychology,* the Rev. William Genné received this accolade from a colleague, David R. Mace, professor of family sociology, The Bowman Gray School of Medicine, Wake Forest University: "In just ten years. under his leadership,

William H. Genné '31

the family-service programs of the churches of North America have achieved a unity and strength that have vastly increased their effectiveness.

"During these years, also, Bill Genné's enterprises have gone far beyond the call of duty. He has been actively involved in many directions —in sex education, in mental health, in youth work, in marriage and family counseling, in family planning, in the writing of books and articles, the preparation of films, in radio and television, and in much else besides. When a bold new endeavor is launched for the promotion of some aspect of family welfare, you can be pretty sure to find Bill somewhere in the picture—usually helping and encouraging behind the scenes. A list of the organizations with which he has been associated would be a pretty comprehensive compendium of the total organized effort of the United States in the field of family education and welfare."

Church Leader

The Rev. Robert W. Bird '51, pastor of First Methodist Church, Oswego, New York, has been appointed Superintendent of the Black River—Ontario District of the Northern New York Annual Conference by Bishop W. Ralph Ward. A native of Troy, N. Y., he is married to the former Marie Kuchar, Hazleton. They have two children: William Allan, a junior at Syracuse University, and Donald Lewis, a sophomore at Bucknell University.

Mr. Bird graduated from Bucknell University in 1951 following three years service in the United States Army Signal Corps. While attending Bucknell, he served the Catawissa Circuit in the Central Pennsylvania Annual Conference.

He received his divinity degree *cum laude* from Drew Theological Seminary in 1954. While attending seminary, he served the Hurleyville Circuit in the New York Annual Conference. He joined the Northern New York Annual Conference in 1955 and has served the Beaver Falls Circuit (1955-63), First Methodist Church, Sandy Creek (1963-66) and First Methodist Church, Oswego (1953-68).

He has served as president of the World Service and Finance Commission of the Northern New York Annual Conference for nine years and as vice president of the Conference Interboard Council for four years.

As superintendent, the Rev. Bird will have supervision of 80 churches and 48 ministers in the Northern New York Conference in an area extending from north of Syracuse to just north of Watertown and from Oswego to the Adirondack mountains. He and his family will live in Watertown, New York, and his office address will be The Methodist Center, 418 Washington St., Watertown, New York.

Directs Research

Dr. Carl A. Bennett '40, former manager of Mathematics, has been named manager of the Systems and Electronics Division with Battelle-Northwest.

In his new post, Dr. Bennett will administer the research and development activities of five technical departments in the areas of operational analysis and economics, applied mathematics, control and instruments, nondestructive testing and applied physics.

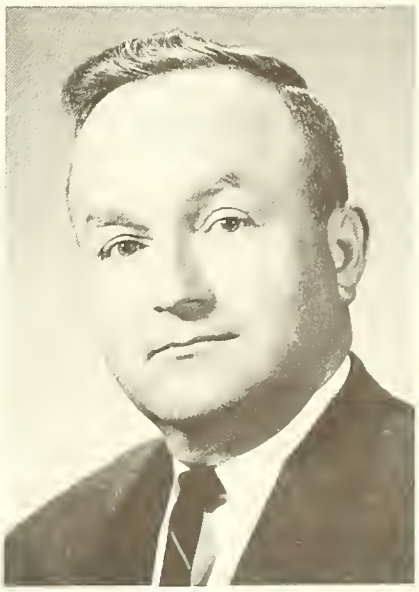
Battelle-Northwest, a division of Battelle Memorial Institute, Columbus, Ohio, operated Pacific Northwest Laboratory here for the U. S. Atomic Energy Commission. Battelle-Northwest also conducts contract research and development projects for other government agencies and for industry. Battelle-Northwest has a staff of more than 2,700 scientists, engineers and support personnel and had a fiscal 1968 research budget of over $57 million.

Born in Winfield, Pa., Dr. Bennett received his A.B. degree in mathematics and chemistry from Bucknell University at the age of 19, and his M.A. degree in mathematics the following year. One year later he was awarded an A.M. degree in mathematical statistics from the University of Michigan. He also received his Ph.D. in mathematics from the University of Michigan.

Dr. Bennett is a member of Phi Beta Kappa and Sigma Xi. He is the co-author of a book, *Statistical Analysis in Chemistry and the Chemical Industry*, with Norman L. Franklin, of the British Atomic Energy Authority. He is a member of the Board of Regents of Pacific Lutheran University.

Year in Industry

A specialist in the fields of transport phenomena and solution thermodynamics, Dr. Curtis W. Clump '47 will spend the 1968-69 academic



Curtis W. Clump '47

year as a participant in E. I. duPont de Nemours and Co., Inc., Engineering Department's "Year in Industry" Program designed to bridge the gap between men who are educating engineers and those who are employing them. Dr. Clump is professor of engineering at Lehigh University, where he has been a faculty member since 1955.

Co-author of the book *Principles of Unit Operation* (John Wiley and Sons) and contributor to *Mixing: Theory and Practice* (Academic Press), the Lehigh University scientist received his B.S. and M.S. degrees in chemical engineering at Bucknell and his Ph.D. degree from Carnegie Institute of Technology. He has served as a consultant to several industrial firms, is a member of the national education projects committee of the American Institute of Chemical Engineers, and is listed in *American Men of Science.*

Curtis is now serving as president of the Bucknell Alumni Club of Lehigh Valley and as a member of the board of directors of the Bucknell Engineering Alumni Association. He is married to the former Marian E. Turner '46 and they are parents of two children: David, 21, and Susan, 18.

New Planning Post

The appointment of Fred D. Pinotti '34 as director of venture planning and marketing administration for Owens-Illinois, Inc.'s Consumer & Technical Products Division has been announced by Robert F. Miller, O-I vice president and general manager of the division.

Mr. Pinotti, a division vice president since 1961, had been technical director of Consumer & Technical Products, Owens-Illinois' third largest operating division, for the past seven years.

A native of Vineland, N. J., Mr. Pinotti joined Owens-Illinois in 1934 following his graduation from Bucknell University with a bachelor of science degree in chemical engineering. He has spent most of his 34-year career with Owens-Illinois in research, development and engineering. He also served for a time as assistant

Fred L. Pinotti '34

general factories manager for Kimble products.

Mr. Pinotti is a director of Bucknell Alumni Engineering Association and second vice president. He is a member of the American Ceramic Society, the Society of Glass Technology and a charter member of Toledo Area Technical & Scientific Educational Foundation. He also holds a number of patents.

Hugo Riemer '29 retired as president and director of U. S. Borax & Chemical Corporation and has joined the international management consulting firm of Fry Consultants Incorporated, a subsidiary of Automatic Retailers of America, Inc. Mr. Riemer had served as president and chief executive officer of U. S. Borax since 1958. He will now be located in the Fry Consultants Los Angeles office.

Probation Chief

William E. C. Speare '20 retired on October 1 as chief probation officer of the Pennsylvania Middle District U. S. Courts, but the personal accolade he received for 38 years of outstanding service has been made a part of the *Congressional Record.*

A top tennis player and captain of the team at Bucknell, before retirement "Doc" headed a team of probation officers serving a 32-county area. He was saluted by Congressman Daniel McDade, Federal Judge W. J. Nealon, Dr. Malcolm Musser and 125 associates and friends at a testimonial dinner in Scranton. Lauded as a man who "has the milk of human kindness in his soul," he heard Judge W. J. Nealon describe him as "truly one of justice's unsung heroes."

"Doc," he picked up the nickname because his late father was a dentist in Lewisburg, says the important thing for a probation officer to remember is that "the average person appreciates being treated with kindness and consideration."

Holder of B.A. and M.A. degrees from Bucknell, he has been a friend to the famous and infamous, rich and poor, tough and meek who got into trouble with Uncle Sam. At the same time, he was active in YMCA and church work in his community, and in the University's Alumni activities.

Retirement won't slow his pace, but he may spend more time now at his home at 217 Vernard Road, Clarks Summit, where he resides with his wife, Helen.

REUNION — 1969
June 6, 7, 8

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GOLDEN ANNIVERSARY
Class of 1919

•

SILVER ANNIVERSARY
Class of 1944

•

THE FIRST DECADE
Class of 1959

•

THE FIRST YEAR
Class of 1968

The Hands of Time

PHOTO BY BILL WEIST

We extend our best
wishes for this holiday season
and for the New Year.

PHOTO BY RALPH LAIRD

The Rooke Chapel Choir will record its annual Candlelight Carol Service this year. The stereo record will be made available through the Bucknell University Bookstore for $3.00. Included in the performance is a reading of the Christmas Story by President Charles Watts and Chaplain Donald Buckey, a quartet of woodwind instruments, and the 70-voice Choir rendering carols from varied eras of history and areas of the world. To receive your copy and to help estimate the size of the first pressing, you may fill out the coupon below, addressing it to Choir Record, Bucknell Bookstore.

I enclose $3.00 to reserve a copy of the Candlelight Carol Service, with the understanding that it will be mailed to me as soon as available.

NAME ..... *STREET* .....

CITY ..... *STATE* ..... *ZIP* .....

THE BUCKNELL ALUMNUS

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MARCH 1969

THE BUCKNELL ALUMNUS

LEARNING AND LABOR—*See Page 7*

THE ROLE OF RESEARCH IN THE CURRICULUM—*See Page 11*

Above: Mrs. Janet Myers, Alumni office staff, registers, left to right, James E. Logue '54, Williamsport Club; Arthur D. Kenney, Jr. '56, Rochester, N. Y. Club; and Ned A. Miller '53, Westchester, N. Y. Club, for opening session of Council of Club Presidents held February 8 on campus. At left: Discussing issues are David Orr, associate secretary of Dartmouth College, who was featured speaker, and the Rev. Howard G. Hartzell '41, Wilkes-Barre Club.

Above: Dr. Sidney Miller, associate professor and chairman of the department of business administration, left, President Charles H. Watts, center, and Dr. Chester R. Leach II '51, chat prior to dinner which closed Council's sessions. Below: Frank W. Strickland '46, member of The General Alumni Association's board of directors, at right, greets Roger T. Powers, Jr. '64 and his wife, the former Susanne Bohnet '64, Baltimore Club.

COUNCIL OF CLUB PRESIDENTS

New By-Laws

Revisions to the Constitution and By-Laws of The General Alumni Association were unanimously adopted at a General Assembly of the Association on Saturday, February 8, 1969. The Assembly was held in conjunction with sessions of the Council of Club Presidents.

As reported in the November 1968 issue of *The Bucknell Alumnus,* the revisions are to Articles VI and VIII of the Constitution and By-Laws, and improve the method of electing a member of the board of trustees and members of the board of directors of The General Alumni Association.

The changes as adopted provide for solicitation across the entire Alumni Association membership for Trustee and Director nominees. Deadline for receiving nominees is 30 days prior to Homecoming.

The names of all nominees will be given directly to nominating committees. The Trustee nominating committee then selects three candidates and forwards the names in or-

Turn to Inside Back Cover

Former President Rainey Corrects Error

A letter from former President Homer P. Rainey, 1931-1935, calls our attention to the fact that Bucknell University Junior College was founded in 1933 and not in 1936, as stated in the front page caption under the photo of former President Arnaud C. Marts H'46 and Dr. Eugene S. Farley in the newspaper issue of January 1969.

Noting that "I spent four of the happiest years of my life as President of Bucknell," Dr. Rainey points out that "much of the inspiration for its founding (the junior college) goes to Dr. Frank G. Davis, who was at that time chairman of the department of education."

"This is of great interest to me," Dr. Rainey continues, "since I felt that it was one of Bucknell's finest achievements. During those terrible years of the Great Depression, it was a prime factor in enabling us to keep our faculty intact. Bucknell weathered the Depression without having to release a single faculty member. I know of no other institution in which this was true," the former president concludes.

Bucknell University Junior College was opened on September 14, 1933. Classes were held in rented quarters on Northampton Street, in Wilkes-Barre, with an enrollment of 150 full-time students.

In *The Rise of Bucknell University*, pps. 278-279, Dr. Orin Oliphant writes: ". . . This project had had its beginning in the spring of 1933, when, after a visit to the schools in the Wyoming Valley, Dr. Frank G. Davis . . . had suggested to President Rainey the idea of establishing a junior college in that part of Pennsylvania. Somewhat later he renewed the suggestion, and took three superintendents of schools from that valley to Lewisburg to help persuade President Rainey that a junior college would be useful to the people of the Wyoming Valley. President Rainey then asked Professor Davis to make a careful investigation of the feasibility of such a project, and, after receiving from him a favorable report on May 22, 1933, presented on that day to the Trustees of the University a plan for the establishment of a junior college in Wilkes-Barre."

The Trustees approved the plan subject to the condition that the initial enrollment be approximately 75 students. More than double that number enrolled for classes under instructors chosen primarily from the faculty in Lewisburg.

It was in 1936, during the presidency of Dr. Rainey's successor, Dr. Arnaud C. Marts, that Dr. Eugene

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March, 1969
Editor—WILLIAM B. WEIST '50

Published by Bucknell University
Lewisburg, Pa. 17837

TO THE EDITOR

Dear Sir:

I want to tell you that I found the December issue of *The Bucknell Alumnus* very interesting reading.

It was a welcome change to read about how recent female graduates are indeed breaking down the barriers of the so-called "man's world of business."

I take small issue with Carolyn Smrcka's attitude toward teaching. I realize many girls go into this field because it fits itself into family life so well. But it is important that we have good teachers who are dedicated to teaching our children the best ways of fitting themselves into our rapidly moving and changing society.

Believe it or not, all women teachers are not out just for that extra salary. Often we spend our teaching time teaching the children of busy mothers the manners and attitudes they should have been taught at home before they were 4-5 years old.

So you see teaching isn't really wasting one's brilliance or intellect—nor is it the career for just anyone. It takes patience, love and a sincere interest in the welfare of the children of this nation. Maybe if more educated mothers had spent more time teaching their own children consideration and kindness instead of over indulging them with materialistic "things", we'd have less young adults who demand their way without thought of consequence.

Surely it is a drag for an educated girl to be thrown into the diaper-changing, toilet-cleaning type of life every new mother faces. But all those hours she spends teaching her own child the right way to go will come back later 100-fold. If we just give them our time in those first five years, they truly seldom go astray.

It's a short period to stay home to ensure a stable beginning for your child.

I fully agree with Mrs. Smrcka that fathers are as important, if not more so than mothers in a child's life.

Sincerely,

MRS. BRUCE HERWIG
(Shirley A. Kistler '53)
5 Brighton Place
Fair Lawn, N. J. 07410

P. S. Please continue to make the *Alumnus* so readable.

ON OUR COVER

Mrs. Jean Osborne emphasizes direct teaching in intense learning situations. She was a consultant at the 1967 and 1968 conferences on the education of the children of migrant workers sponsored by Bucknell's Educational Development Center. (see page 7 for story)

AROUND CAMPUS

Five Faculty Members to Retire

Prof. John S. Gold '18

Five members of the Bucknell faculty have announced plans to retire in June. They include John S. Gold '18, professor of mathematics; Russell A. Headley, Lindback professor of business administration and dean of the College of Business Administration; Helen E. Kleinfelter, associate professor of music education; Hugh D. Sims, professor of chemical engineering; and C. Willard Smith, John P. Crozer professor of English literature. All receive emeritus rank.

A member of the faculty for almost a half century, Professor Gold began teaching duties in 1920 as an instructor in mathematics at Bucknell. He received a B.S. degree in mathematics with *cum laude* honors in 1918, his M.A. degree in 1921 from Bucknell, and did post-graduate studies for two years at the University of Chicago. He was promoted to assistant professor in 1924, to associate professor and director of the observatory in 1927, and to professor of mathematics in 1945. In 1967, he was honored with the MacDuffee Award for distinguished service to Pi Mu Epsilon, national honorary mathematics fraternity, and, that same year, was one of three professors who received the Lindback Award for distinguished teaching. The Class of 1968 saluted Professor Gold for his teaching in dedicating their edition of *L'Agenda* to him.

A native of Turbotville, Prof. Gold has also been recognized for his many church and civic activities in the local area. He is married to the former Marie Ulrich and all three children are Bucknellians: David H. '45, married to the former Eleanor J. Linaberry '44; William D. '46, married to the former Virginia Lehr '48; and Anna M. '47, married to Albert R. Kazary '47.

Prof. Hugh D. Sims

Prof. Russell A. Headley

Dr. Russell A. Headley has served as dean of the college of Business Administration since 1961, when the University converted to a three-college system. The curriculum in this area was reorganized under his direction in 1959 with the assistance of a grant for this purpose from the Ford Foundation. Joining the Bucknell faculty in 1949 as assistant professor of economics, Dr. Headley was promoted to associate professor in 1951 and to professor in 1955. Three years later he was appointed to the newly-created Christian R. Lindback chair in business administration. In addition to receiving his B.A degree from the University of Pennsylvania, Dean Headley also holds M.A. and Ph.D. degrees from that institution.

Dean Headley is married to a Bucknellian, the former Ellen Miller. They have three children: a son, Nathan L. '58, whose wife is the former Barbara J. Pinkney '60; and two daughters, Ruth A. '62, now Mrs. Thomas McHugh, and Ellen '62.

Dr. Hugh D. Sims, professor of chemical engineering, joined the

Bucknell faculty in 1948 as an associate professor. He was promoted to professor in 1950 and served as chairman of the department of chemical engineering from 1951 to 1964.

A 1928 graduate of Georgia Tech, he received the Sc.D. degree from Massachusetts Institute of Technology in 1933. Prior to coming to Bucknell he served on the engineering staffs of the Tennessee Valley Authority, Procter and Gamble and Magnolia Petroleum Co. He also served on the faculty of the University of Tennessee. Dr. Sims retired with the rank of lieutenant colonel from the Army Reserve Corps in 1960. At that time he was Commanding Officer of the 201st Research and Development Detachment at Lewisburg and completed 23 years of duty with the United States Army Reserves.

Professor Helen E. Kleinfelter joined the Bucknell faculty in 1949 as an assistant professor of music education, and became associate professor in 1954. A native of Lebanon, Pa., she received B.S. and M.A. degrees in music education from New York University. She also studied at the Coombs Conservatory of Music and at Albright College. Prior to joining Bucknell, she taught in the schools of College Hill, Beaver Falls, and Lebanon and at Geneva College and Knox School.

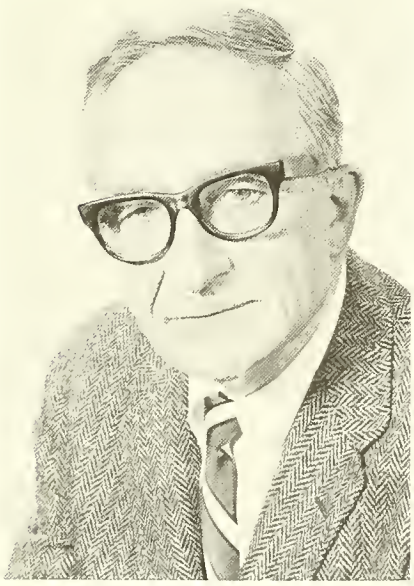
Miss Kleinfelter has won recognition most recently for her work with a laboratory class of five-to-eight-year old children. The highly successful experimental program used the Orff method, a principle of instruction in music appreciation based on action and movement which involves the child.

During his 44 years as a faculty member at Bucknell, Dr. C. Willard Smith has taken an active part in University life. In 1944, he founded the Institute for Foreign Students and served for more than 12 years as director of this project which provides summer resident study for foreign students prior to their enrollment in American colleges and universities. He was also instrumental in the formation of Cap and Dagger, campus dramatics group, and is a former associate editor of *Bucknell Studies*, now

Prof. Helen E. Kleinfelter

known as the *Bucknell Review*. He has served since 1952 as secretary of the faculty.

The recipient of B.A., M.A. and Ph.D. degrees from Princeton University, Dr. Smith joined the University in 1925 as an instructor in English. He became assistant professor in 1928, associate professor in 1937 and was appointed John P. Crozer professor of English literature in 1954. He served as department chairman from 1954 to 1964, resigning to devote his time more fully to teaching. Awarded the Class of 1956 Lectureship for inspirational teaching for the 1967-68 academic year, Dr. Smith took as his lecture theme "The Necessity of Poetry." That same year he was awarded the Burma-Bucknell Bowl for "signicant contributions to the ideals of brotherhood and good citizenship" in recognition of his work with the Institute of Foreign Students. The Class of 1959 honored Dr. Smith by dedicating their edition of *L'Agenda* to him.



Prof. Willard C. Smith

A native of Harrisburg, Dr. Smith is married to the former Florence Webster. They are parents of two children: a son, Dr. W. Webster '51, a member of the faculty of fine arts at Michigan State University; and a daughter, Alice V., now Mrs. George N. Barrett, Jr.

Approve No-Curfew Proposal

By an overwhelming majority, 819-4, women students on January 15 approved a no-curfew proposal passed by the Associated Women Students' Senate and endorsed by the administration. The rules will be effective as soon as proper procedures can be established, probably March 1.

The proposal extends a no-curfew system to all upperclass women. Freshman students are excluded each year until return from spring recess. Parental permission, however, is not required to participate in the new no-curfew system.

An orientation meeting was held by the A. W. S. at the beginning of the second semester to explain the new procedures.

Student "night clerks" will be employed by the dean for duty in Hunt Hall and New Dorm. Residence halls will be locked at 12:00 midnight on week nights and 1:00 A. M. on weekends. One door will be designated for use of the no-curfew privilege, and the "night clerks" will be stationed at these entrances. Students will be required to show an I. D. card or other identification upon entering. The night clerk will be responsible for allowing people to exit and enter.

A guest in the dorms will be able to use the no-curfew system provided that she has previously registered in the dorms and can show positive

identification when she enters the residence hall.

A similar system will be used in Larison and Harris Halls, residences for freshman women, following spring vacation.

Sign-in and sign-out procedures have been recommended for the safety and convenience of each girl. Weekend and vacation sign-out procedures remain unchanged.

Systems for the smaller houses were still being determined by a student-staff committee when this magazine went to press.

Miss Mary Jane Stevenson, dean of women, explained the new procedures in a letter to all parents of Bucknell women, faculty and trustees. The text of the dean's letter follows:

"In recent years both the University and student government have been reviewing and modifying their philosophies and regulations with respect to campus life. The changes which have been made reflect increasing belief that rigid rules, or those externally imposed, neither realistically protect individuals nor foster personal growth. As a matter of fact, such rules may tend to hamper emotional growth and the development of a mature sense of personal responsibility. Further, our awareness that the contemporary college student has had more freedom prior to coming to college than had his counterparts of ten or fifteen years ago and is better prepared academically than were his predecessors has been a major factor in the changes which have occurred.

"The increasing emphasis in today's society on individual freedom and individual responsibility sharpens the need for youth to achieve earlier than ever before a degree of mature ability in self-direction and self-control. The campus community, if properly structured, can provide a good environment for such growth. By presenting the broadcast opportunities for decision-making and at the same time making readily available skilled and objective advisory and counseling services, colleges can perhaps come closer than they do now to meeting the real needs of young people.

"For these and other reasons Bucknell and many other colleges and universities believe that the great majority of college-age, young adults are capable of making their own life decisions. We have concluded that the resources of the institution increasingly should be used to assist those needing help rather than to restrict or limit those who do not require it. We believe that greater opportunity for self-direction will enhance the development of responsibility, maturity and good judgment. In this connection, the University has approved a decision of the Senate of the Associated Women Students to submit to the women students for their final vote a proposal that curfews for all women except freshmen be abolished. If passed by the women students, this proposal would become effective for the second semester of the current year; it provides that freshmen shall have no curfew after their spring vacation. With the exception of incoming freshmen, who can be aided greatly by a period in which to adjust to the myriad new experiences which they face, we believe that our women students, like our men students and young adults elsewhere, should be able to regullate their comings and goings in accordance with their own health, energy, academic demands and personal needs.

"We are confident that for the great majority of our women the abolishment of an arbitrary curfew will not result in marked changes in habits and life patterns. Most women will undoubtedly adopt practices similar to those formerly imposed by regulation. You can be assured that we shall work diligently with those few who experience difficulties in this area because we are concerned for their welfare and eager for them to secure the greatest benefit from this important learning process.

"It is our belief that there is real value in instituting these changed regulations during the year in order that our students may be most firmly supported by the relationships with peers and staff which are already in progress. For the same reason, we concur with the decision of the Senate that a woman's first experience with self-determined hours should occur while the freshman year is in progress, so that she may learn to exercise this additional freedom within the context of the normally close freshman hall group and in association with her Junior Counselor.

"In closing, may I share with you the appreciation and respect that I and my colleagues maintain for the fine work which has been carried on for many years by our women's student government. They have been thoughtful, responsible and cooperative in making the many decisions affecting their corporate life. We believe that their current decision is consistent with recent trends in society and in student life at Bucknell University.

"Please be assured of our continuing interest in and concern for your daughter and of our eagerness to be of assistance to her, and to you, as she progresses through her university career."

New Grid Coach

Fred W. Prender has been named head football coach at Bucknell University. The former head football coach and athletic director at Juniata College replaced Carroll P. Huntress, who resigned to join the staff at the University of Kentucky.

The new Bucknell coach will also be an assistant professor of physical education. A 1954 graduate of West Chester State College, Prender has been head football coach at Juniata for the past six years, during which time his teams won 30 and lost 19. The 1967 squad was tri-champion of the Middle Atlantic Conference Northern College Division, and for the past two seasons Prender's teams have had an overall 14-3 record.

Prior to going to Juniata in 1963, Prender was varsity backfield coach at Bucknell for four years during which the Bisons were 23-11 and Lambert Cup winners in 1960. He was head wrestling coach for three seasons and his grapplers were 19-4-3. The 1962 team was 9-0.

Prender played two years of basketball and four years of varsity football and baseball at West Chester and captained the diamond squad in 1953 and 1954. He made the All-Teachers Conference football team

Fred W. Prender, newly appointed head football coach, at right, receives one of the main tools in his new assignment from Robert Latour, director of athletics.

four straight years and in 1954 was named first team All-State and second team Little All-America. A halfback, he starred on two undefeated teams and was the top scorer in the state in 1952. He also scored in the Blue-Gray game in 1954.

Prender was drafted by the Pittsburgh Steelers of the National Football League, but elected to give baseball a try in the Baltimore Orioles chain. Later he played briefly with the Toronto Argonauts of the Canadian Football League.

Bucknell's 20th head football mentor was basketball and baseball coach at Wiconisco High School (Lykens, Pa.) for one year and then posted a 25-15-1 record as head football coach at Bristol High School during a four year span before his first stay at Bucknell. Prender, who was also athletic director at Bristol, was selected Coach of the Year for Lower Bucks County in 1956. He did graduate work at Rutgers University in 1956 and 1957.

Born in Washington, D. C., Prender was raised in Rosemont and was a graduate of Radnor (Pa.) High School in 1950. He was an All-State basketball selection and played football and baseball there.

Prender is married to the former Frances Morgan of Paoli, Pa. They have one daughter, Peggy Jane, 13. He was president of the Middle Atlantic Conference Officials Association in 1968.

NSF Grants

A National Science Foundation grant in excess of $67,000 to support a summer institute in science and mathematics for secondary school teachers is one of two major grants recently received by the University.

The institute will be under the direction of Dr. Lester Kieft, professor and chairman of the department of chemistry.

The second award, $44,000, also from the National Science Foundation, will underwrite research by Dr. Douglas K. Candland, professor of psychology.

Math Chairman

Dr. Paul Slepian, professor of mathematics at Rensselaer Polytechnic Institute, will become chairman of Bucknell's department of mathematics in September.

He will relieve Dr. Emil Polak '51, interim chairman since 1966.

Following a sabbatical leave this semester, Dr. Polak will continue as professor of math and astronomy.

Dr. Slepian earned a bachelor of science degree in mathematics from Massachusetts Institute of Technology in 1950 and received his doctorate from Brown University. He joined the Rensselaer faculty in 1962. His writings on math have been widely publicized.

'Fear of Failure'

Dr. Richard C. Teevan, professor and chairman of the department of psychology is one of three co-authors of *Fear of Failure,* a new book in the University Series in Psychology published by Van Nostrand, Princeton, N. J. The other authors are Dr. Robert Birney, dean of the School of Social Science, Hampshire College, Amherst, Mass.; and Dr. Harvey Burdich, professor and chairman of the department of psychology at Oakland University, Rochester, Minn.

Psychologists have observed two general kinds of human motivation: the positive motive to succeed, and a motive to avoid failure—sometimes called a "fear of failure." This book describes a method of measuring this fear of failure and then uses the measure to predict the behavior of persons in many kinds of situations, thus effectively creating a fear of failure theory. It includes a review and evaluation of other programs of research on the same question, and attempts to suggest research to integrate the findings of workers in this field, as well as to stimulate further research in human motivation. As an extension of the work on the Achievement motive, the book provides a more complete picture of achievement situation effects, and contains suggestions for future research on the possible control of fear of failure. It is a book which will be of interest

and use to students in various fields of psychology, professional psychologists, and the general reader.

Along with being co-author of six of a series of Insight Books with Prof. Birney, Dr. Teevan is the author of *An Introduction to Motivation, Guidebook to Hilgards Psychology,* and *Readings in Introductory Psychology.* He is also the author of many professional articles and reports.

Recognized for inspirational teaching by the award of the Class of 1956 Lectureship for 1966-67, Dr. Teevan joined the Bucknell faculty in 1960. He served as department chairman during the 1966-67 academic year and succeeded Dr. Wendell Smith '46 in that post in September 1968. He received his Ph.D. degree from the University of Michigan and formerly served on the faculties of that institution and of Smith College. Last year he did research and was a visiting professor at the University of Hawaii.

Dates and Plans

Registration and enrollment for the fall semester of the 1969-70 academic year will take place on Monday and Tuesday, September 8 and 9, with classes beginning on Wednesday, September 10. Final exams for the fall semester will end on Tuesday, December 23.

The advance in the opening date results from the introduction of the "Jan Plan"—a new program of intersession studies which will be held from January 5-30, 1970. Though no academic credits will be allowed for studies in the "Jan Plan," the goal of the program is to provide opportunities for students to work on subjects of intense personal interest which may not be provided in the curriculum structure. No tuition is charged, but participants will pay a $70 fee for room and board.

Second semester classes will begin on Thursday, February 5 and final exams are scheduled to end on Monday, May 25.

The University Committee on Schedule now has a proposal made by members of the faculty to eliminate Saturday morning classes. A complete survey is now underway, under the direction of Prof. Donald G. Ohl M.S. '47, but no change to a five-day program can be made for the fall semester of the 1969-70 academic year.

William A. Lasansky, assistant professor of art, puts finishing touches to a new piece of metal sculpture. An artist who works primarily in cast and welded steel and bronze, he has won numerous awards for his sculpture. One of his works was the subject of our cover for the December 1968 issue. An exhibition of his works will be held in the Bertrand Library in May, and can be viewed by Alumni and parents during Reunion Weekend, June 6-8.

Former President

From Page 1

S. Farley was chosen to head the junior college.

Dr. Oliphant also notes, page 280: ". . . The Great Depression was still pressing heavily upon the University in 1934-35 — the most difficult year of all for Bucknell — and there were grave personal apprehensions and gnawing grievances in the faculty which the record of enrollment and institutional income did nothing to remove. From a total enrollment in 1933-34 of 992, with a freshman class numbering 253, there was a decline to a total enrollment in 1934-35 of 891, with a freshman class of 253 . . ."

Fortunes turned in 1935 when the University enrolled one of the largest freshman classes in its history, 271. However, Dr. Rainey served Bucknell as president in years of severe trial for the University and the nation. All Bucknellians are indebted to him, and we are grateful that he reads each issue of the *Alumnus* "with great interest."

Learning and Labor:

The Education of the Children of Migrant Workers

Pensive, reflective moods are often assumed by the children of migrant workers when they are asked about their future. The search for ways to improve the educational process for these children was the subject of two conferences held at Bucknell in 1967 and 1968.

THE cycle of labor for migrant agricultural workers, predominantly from the deep South, varies little year by year. The trek north, following the ripening crops, begins in April. By late summer or early fall, they reach the Susquehanna Valley of Pennsylvania. Many of them come with their children. Most travel in outmoded vehicles which slow their journey and which, in turn, keeps their children out of formal school settings for prolonged periods of time. By late October the trip South begins, and the next trek north will start all over again in April.

That trek, that cycle of months which is repeated each year poses a problem: How can some continuity of educational experiences be provided for the children of these workers?

Shortly after passage of the federal Elementary and Secondary Education Act of 1965, it was realized that this group of disadvantaged young people was not adequately covered by the Act. As a result, the Migrant Amendment was added to Title I of the basic act; this legislation provides children of migrant agricultural workers with more opportunities for learning.

The Pennsylvania Department of Public Instruction, in conducting their state-wide program with federal monies, has placed emphasis in two main areas: providing special learning opportunities for migrant children in the schools that they attend in the fall and, in some cases, initiating summer schools for them; and conducting inservice training for teachers and administrators who will be working with migrant children. Under the latter area, the Educational Development Center at Bucknell University was requested to hold two conferences.

During the week of August 13, 1967, Bucknell conducted a conference on the learning problems of the migrant child. Because many of the needs of the migrant child (medical, subsistence, etc.) were being met by other agencies and personnel, it was decided that the conference at Bucknell University would concentrate upon the learning problems of the migrant child. The week's program had a dual purpose: training teachers from the re-

gion to work more effectively with children of migrant agricultural workers; and stimulating new ideas on possible solutions for these learning problems.

TO meet the first objective of the conference, professors from the department of education were used. Dr. William H. Heiner, Dr. J. Charles Jones '42, Dr. Hugh F. McKeegan, and Dr. J. William Moore analyzed various aspects of migrant children's educational problems. Conference Coordinator was Dr. William L. Goodwin, member of the department of education and director of the Educational Development Center at Bucknell University.

To implement the second objective of the conference, four consultants were used. Because of a vivid lack of expertise in the area of the learning problems of migrant children, it was decided to utilize consultants naive on the specifics of the migrant situation, but with known reputations in learning theory and applications. The consultants included Dr. Clark C. Abt, Abt Associates, Inc., Cambridge, Mass.; Dr. Leslie D. McLean, chairman of the department of computer applications, The Ontario Institute for Studies in Education, Toronto, Canada; Dr. Donald M. Miller, instructional research laboratory, University of Wisconsin, Madison, Wis.; and Mrs. Jean Osborn, head teacher at the Bereiter-Engelmann Preschool, Institute for Research on Exceptional Children, University of Illinois. They were asked to do some original and adaptive thinking about the learning problems of the migrant child. In addition to presenting prepared papers, the consultants also had time to observe first-hand the manifestations of this problem and to interact and formulate a group position.

The major contributions of the 1967 conference, in the form of consultant papers and the resultant group position, are contained in a document available at the Bucknell University Educational Development Center, "Bucknell Conference on the Learning Problems of the Migrant Child."

A second conference was conducted in August 1968. The emphasis in this two-week session was substantially different than that of the previous summer. Several reasons for this change of focus existed.

First, it was felt that the consultants at the first year's conference had suggested stimulating model programs of considerable merit, but models representing significant departures from programs currently financed and also exceeding the readiness of various governmental educational agencies to initiate novel programs in working with migrant children. Second, in the interim, while waiting for novel programs to appear, it was necessary to provide teachers with program ideas that could be implemented with migrant children in September. Finally, it seemed vital to place the conference participants in frequent, meaningful, and direct contact with the children of migrant agricultural workers, specifically, in learning situations.

" . . . Tragically, upon completion of their 'formal education,' these young people still have not acquired the skills to allow them options in choosing what type of life they will lead . . . "

During the 1968 conference, educational games were explored as one means of facilitating the education of the migrant child. Mr. Leonard Lawrence, an elementary teacher in the Selinsgrove School District, and Mr. Theodore Andrewlevich, head teacher of the Oaklyn Elementary School of the Shikellamy School District, explain a game to children brought from area camps to the Bucknell campus.

It can be noted that during the second conference emphasis was not on the *learning problems* of migrant children but rather upon techniques that the teacher could use to *facilitate the learning* of migrant children. This was a very pragmatic and realistic undertaking, yet highly developmental in nature. Given the fact that the conference participants did not have computers available to help them design short-unit curriculum packages, that they had no control over the arrival and departure times of migrant children, that they would be meeting with migrant children in the fall in regular school settings, the focus of the conference was on how they might best proceed with the resources available to them.

The participants were trained to apply systematically certain procedures to help these children learn faster and more efficiently. The learning model used is a traditional one, applicable to many types of students. It consists of diagnosing the student's strengths and weaknesses, establishing objectives for him, selecting and/or developing appropriate learning activities, and evaluating the resultant learning. Participants using the model were encouraged to view teaching at its best as a process of facilitating students' learning. To accelerate the teacher-training process, use was made of video-tape recorders and variations of recently developed micro-teaching techniques, permitting teachers to examine and critique their own teaching techniques via video-tape.

PERSONNEL playing key roles in the 1968 conference included Dr. William L. Goodwin, the coordinator; Mr. Paul J. Cieslak, associate coordinator for administration; Mr. Irvin R. Rubincam, associate coordinator for media; and, as teacher-training instructors, Mrs. Jean Osborn, Mrs. Kathy Dauber, Miss Marlene Scardamalia M.S. '68, and Miss Patricia Rugh M.S. '68. proceedings for the 1968 conference are being prepared in three forms: first, a short booklet reviewing events of the conference; second, a brief film which presents salient features of the conference; and third, a video-tape which complements the film by covering other conference activities.

In the 1968 conference, one of the highlights revolved about Mrs. Jean Osborn's work with the participants; she also took part in the first conference. After demonstrating for the participants the Bereiter-Engelmann technique, she then held individual training sessions for them. The Bereiter-Engelmann technique emphasizes direct teaching in intense learning settings as well as systematic and immediate reinforcement. Its curriculum places greatest importance on the child's use of language; language skills are considered critically necessary if one is to become an achieving student in today's schools.

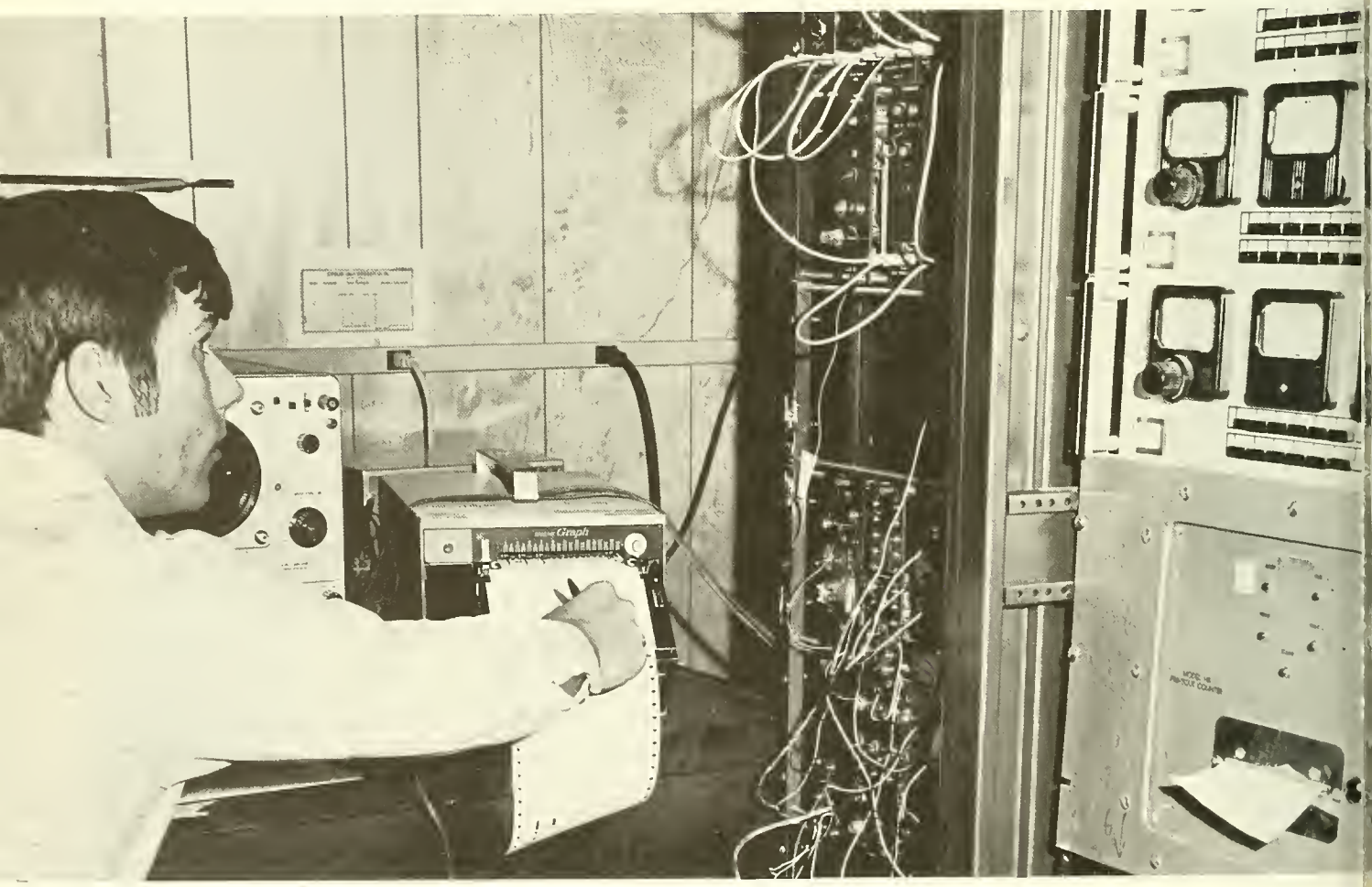
Another conference highlight occurred when participants, after diagnosing migrant children's skills in order to establish appropriate objectives, designed educational games as learning activities to bring about desired pupil outcomes and then used them with migrant children. The active involvement of the children in the learning process while playing educational games was obvious. The excitement and enthusiasm of learning during an educational game, however, was in sharp contrast to the mood of the migrant child when he talked about his future. Despite his accumulation of unfortunate circumstances, the migrant child has aspirations not unlike those of children everywhere. These aspirations are often dramatically unreal considering the educational opportunities available to him.

IT is easy to establish that migrant children are far behind in school in such subjects as reading, mathematics, and language skills. These outward manifestations usually become more pronounced with the passage of time, as the children drop further and further behind in schools. Tragically, upon completion of their "formal education," these young persons still have not acquired the skills to allow them options in choosing what type of life they will lead. Even though it can be established that he is behind in ordinary school subjects, it is equally easy to establish that *the migrant child is able to learn.* There is growing consensus concerning the key role that must be played by education in resolving this problem, for the best solution seems to involve extensive learning.

Approaches to these problems and their solutions are part of the continuing work of Bucknell's Educational Development Center.

Mrs. Jean Osborne, who appears in photo on cover, head teacher at the Bereiter-Engelmann Preschool, University of Illinois, and consultant to both conferences, demonstrates new intensive teaching methods.

Above: Dr. Douglas K. Candland, at blackboard, explains concept in research at informal session with student aides, left to right, Dana C. Bryan '69, Carl Johnson '71, Jeff Leiphart '69 and Larry Dresdale '69. Below: The moment of truth arrives for Jeff Leiphart as he audits instruments measuring heartrate during experimental run.



". . . Early exposure in undergraduate years to the rigors and the rewards of laboratory research really serves two functions. It can help students decide that this is **not** *what they want, or it can point the way to what they can do with their abilities . . . "*

Commitment and Learning:

The Role of Research in the Curriculum

By W. B. Weist '50

"In these days, when students are searching for commitment, basic research is one way to find it. Of course, that may be seen as an intellectual commitment, as against a social one, but it's a commitment to intensive efforts and long range goals which can have social implications."

THE speaker is Dr. Douglas K. Candland, professor of psychology. He spoke quite easily, candidly. From time to time he glanced through a screened opening into the "ersatz jungle" where squirrel monkeys are housed for a special continuing research project on "Factors Influencing Aggression." The project began in 1962 and is presently funded by a grant from the National Science Foundation. Undergraduates have been associated with this research since its inception.

"Early exposure in undergraduate years to the rigors and the rewards of laboratory research really serves two functions. It can help students decide that this is *not* what they want, or it can point the way to what they can do with their abilities. In fact, I would suggest that undergraduate research is in the best tradition of liberal education and that it is an educational experience which no amount of classroom hours can duplicate."

Professor Candland speaks with authority on the subject of laboratory research. At age 34 he is the author of two books: *Exploring Behavior: An Introduction to Psychology;* and *Psychology—The Experimental Approach,* published last November by McGraw-Hill, and the editor of a third, *Emotion—Bodily Change.* He is also the co-author with his undergraduate students of some 25 professional articles. During the 1967-68 academic year, he received a National Science Foundation post-doctoral research fellowship for study at the Delta Regional Primate Center near New Orleans, La., and this year he was appointed a research fellow of the National Institute of Mental Health at the Pennsylvania State University's department of anthropology.

A native of Long Beach, Calif., he was graduated from Pomona College in 1956 with honors in psychology. He received the Ph.D. degree from Princeton University in 1959 and was a post-doctoral research fellow of the National Institute of Mental Health in 1959 and 1960, at Princeton and the University of Virginia. He joined the Bucknell faculty in 1960 as an assistant professor of psychology, became associate professor in 1964 and was promoted to the rank of professor in 1967.

YOU can describe what we are doing presently as research into the physiology of animal emotions. And you can see by the telemetric equipment involved that there is a need to be cross-disciplinary in this work. We need skills in electronics, physics, chemistry, physiology, logic, mathematics and, of course, psychology. And you must know how to work with animals. This involves patience and a continuous effort to learn.

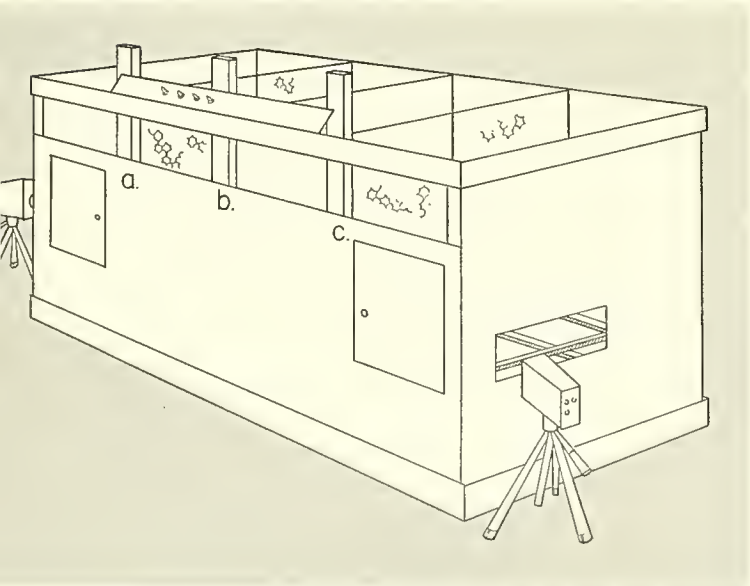
As Dr. Candland spoke, three of his undergraduate laboratory assistants were busy compiling the results of the day's research. When final exams were completed, Larry Dresdale '69, Jeff Leiphart '69 and Carl Johnson '71, were to join their professor and Dr. Owen Anderson, associate professor of physics, for a two-week research project on the island of La Parguerra, located off the

southwest coast of Puerto Rico. The island is inhabited by seven groups of Rhesus monkeys which have been under constant study since 1938. (The researchers departed from Bucknell. Our interviews took place in late January.)

"The fact that the colonies have been under study for more than 30 years is important, for we know a great deal about the background of each animal, the history of the groups they have formed, and the groups' 'warfare' against one another over the past three decades. We are really setting out to do a feasibility study for two weeks to test our telemetry. It's a kind of research and development effort, for we want to see whether our equipment works in the field, what are its limits and what are the limits of tracking free-ranging animals in the field. What we're doing is moving from the lab to the field—from the ersatz to the real jungle—and our methods and equipment will be put to a rigorous test," Dr. Candland explained.

THE telemetry discussed here might be described as a miniature FM transmitter system which is taped to the animal for research purposes. It is smaller than a matchbox and weighs 16 grams. The transmitter picks up the heartrate signal through small electrodes attached to the chest surface skin and transmits it to FM receivers. Here the signal is filtered, amplified, displayed on an oscilloscope and recorded in beats per minute—a kind of electrocardiogram by remote control. Since as many as two to six animals may be involved, two to six "mikes" and the same number of receiving sets are involved. In addition, the research animals are constantly monitored via closed circuit television and all data and observations are key-punched on I. B. M. cards for later computer analysis.

"The development of sub-miniature and extremely sensitive electronic instruments has been a real contribution to our research," Dr. Candland stressed. "The ideal method is to be able to measure without the measuring instrument entering as a factor in what is being measured. We want to measure and record physiological factors without disturbing the animals, without their knowing they are being observed. Until a few years ago, we had to make elaborate preparations to measure and record such factors. The wires and the instruments attached to the animals did the job, but this direct contact probably did alter heartrate and blood pressure. Also, if one wants to observe aggression, it is not very feasible to limit animal movement by constraining wires and leads."



Sketch of research area in psychology lab where "ersatz jungle" is located. Note TV cameras for monitoring behavior.

Carl Johnson returns monkey to research area. Animal has been fitted with "mike" to measure heartrate.

Those new FM telemetry instruments will now "track" animals electronically, and the two-week test on La Parguerra will determine distances at which the instruments are effective, how effectively the instruments can "track", and what, if any, changes must be made in the instruments and their use when transferred from the lab to the field.

But where is all this leading? What are the results of past research and the purpose of present and future research?

THE latest publication of the researchers—scheduled to appear in a forthcoming issue of *Scientific American*—reports their findings relating to aggression, dominance and heartrate. Dr. Candland, Jeffery Leiphart

'69 and Larry Dresdale '69 are the co-authors. Their summary states: "Heartrate changes, recorded by FM telemetry from both chickens and squirrel monkeys, *can predict* (italics ours) the probability of onset, the outcome of aggression, and the position an animal assumes on the dominance or status order."

How dominance and status orders are formed by domestic fowl and other mammalian species has been the subject of intensive research for many years. In fact, this research and the subsequent discussion of the research has given us an endearing term for common parlance, "the pecking order." But Dr. Candland and his student associates have been seeking to pinpoint an autonomic correlate of emotion, heartrate. Research for more than half a century had demonstrated the relationship between heightened emotionality and increased androgenic discharge. Building on this research, the Bucknell group reasoned that since aggression seems to involve heightened emotionality, a suitable method for measuring the presence and magnitude of this factor would be to record heartrate.

THE reasoning was sound. The experimental design was excellent. The problems, however, were numerous. Then, the advent of FM telemetry began to open new paths. Here is how the researchers describe it:

"As we learned more about developments in telemetry, we became aware that we could modify these developments to answer a question that we had often asked but had never had the techniques for solving; namely, *what happens to the autonomic reactivity of individual animals when animal societies are in the process of being formed and maintained.*" (italics ours)

In less scientific terms, the question becomes one of what does this ability to measure autonomic reactivity (heartrate) provide in terms of the observed patterns of aggressive behavior and the resulting "pecking" order? Finally, is there a pattern to the measured heartrates that correlates with where the individual animal ends up in the "pecking" order?

The work began in 1962. The first research involved flocks of White Leghorn chickens, big birds which rapidly establish and maintain their "pecking" order. Among Bucknell students who were involved in the early stages of the research were: Douglas Bloomquist '63, M.A. '65, T. James Matthews M. A. '66, Derek Taylor M.A. '67 and Stephen P. Solow '67.

MALE chickens in pairs were placed in compartments in the test room. Partitions, which could be raised or lowered, separated the birds. In a "Pre" period, partitions remained closed and the birds are not visible to each other. In a second "Exposure" period, one partition was raised, permitting the animals to see each other. In the third or "Competition" period, the animals were free to move about the area and to interact. In the fourth period, some partitions were lowered,

Jeff Leiphart, left, and Larry Dresdale observe behavior of squirrel monkeys on TV monitor and tape record observations.

cutting off movement but allowing "Exposure." In the fifth and last "Post" period, all partitions were lowered, once again prohibiting sight.

The researchers discovered that heartrate increased dramatically when birds were first exposed visually to one another. During visual exposure, but before competition is permitted, birds which were to fight to a standoff or to lose when permitted to compete showed greater increases in heartrate than those which were to win or failed to compete. Also, the relationship between dominance rank (the place on the "pecking order") and heartrate was U-shaped before and after competition. The highest and lowest ranking birds showed the highest heartrate and birds in the middle of the order the lowest.

All this was reported in professional journals. The findings were still tentative, and no large-scale generalizations were being made. However, the decision was reached to test these finding through lab research on a non-human primate, the squirrel monkey. If some congruence or similarity of patterns could be discovered, the research might be broadened in scope to higher orders of primates. The movement of the research was from birds to a lower order of mammal, to a higher order of mammal life.

USING a testing situation similar to that described for chickens, the Bucknell psychologists discovered that heartrate change among the squirrel monkey during the formation of status and dominance orders parallels that found in chickens. The U-shaped curve for heartrate appeared, and researchers were encouraged to probe further their findings that an autonomic measure, heartrate, can be used to predict the probability of aggression and its outcome.

The larger frame of reference in which the research is being conducted is stated as a preface to the forthcoming article for *Scientific American:*

Warfare is one of the elements in the larger frame of reference in which the Bucknell research is being conducted.

"Warfare is a warning to man that he is often a belligerent and aggressive creature, not unlike the animals whose behavior he observes and studies. World War I made it evident that a majority of a single species—in this case, human beings—could become tangled in aggression against one another within a matter of months. Afterwards, in 1921, the distinguished biologist Walter Craig published an article in the International Journal of Ethics in which he considered whether aggression was innate or whether it was the product of man's environment. He adopted the latter interpretation, more one suspects from the influence of the optimism that traditionally occurs when warfare is concluded than from evidence based on observation of the behavior of animals and man.

"In recent years, students of behavior have become increasingly interested in whether aggression is, or is not, a basic human trait. If it is, as ethologist Konrad Lorenz suggests, then it can be mitigated only by being channeled into some other activity, hopefully one of a more useful and preservative nature. On the other hand, students of psychoanalysis, following Sigmund Freud, have argued that aggression, though commonplace, is not necessarily an innate component of human behavior. Rather, they suggest, aggression occurs when other outlets are closed.

"Whichever view eventually is found to be valid (and it is uncertain that they are truly contradictory), it is important to the planning of our lives, our institutions, and to our choice of moral and religious values, to know whether we should treat aggression as a basic human characteristic or an avoidable trait. Considering our present state of knowledge, it is far too early to take a firm stand on either side of the issue. Too little is known about the sources and consequences of aggression to place much faith in any single interpretation, no matter how convincing it may appear.

"Within the past decade a number of students of animal behavior, from various research orientations, have begun to seek answers to such questions as whether aggression serves any useful function to animal societies (it may, for example, serve to keep the population of a species at an efficient level for the species' survival and reproduction), why it is that some species aggress only against certain other species (what, in their evolutional development, created the specificity of the aggressive response) and, from a physiological standpoint, what aggression does to the health of animal, and especially human, populations."

The search for answers to these questions is part of the research now underway in the psychology laboratories at Bucknell. Of central importance to this work is the fact that it vitally involves undergraduates as part of their education. As such, it has led to early publication for many of them and their work has demonstrated the rewards of what Professor Candland describes as a "commitment" to activities which may have significant social implications.

The Professor
Dr. Douglas K. Candland

'We Have Learned How to Learn'

FOR more than six years undergraduates have been involved in the research programs on animal behavior described here. Many of them have gone on to pursue graduate studies. Among these former undergraduate researchers are Dr. Z. Michael Nagy '62 (Princeton, Ph.D.); Jack Culbertson '63 (Brown, M.A.); Douglas Bloomquist '63, M.A. '65 (doctoral candidate at Michigan State); Dr. Clem Kessler III '63 (Case-Western Reserve, Ph.D.); Charles Furst '64 (doctoral candidate at Stanford); Carol Stoltz '64 (Univ. of Conn., M.A.); Robert Lakatos '66 (doctoral candidate, U. of Delaware); Stephen DeKosky '68 (doctoral candidate, U. of Florida); Stephen H. Horowitz, M.D. '62 (N. Y. U., M.D.); Kenneth Pack '67 (doctoral candidate, U. of Minn.); Mrs. Jan A. Manning, the former Sidney J. Alpern '65 (graduate work, U. of Maryland); and Stephen P. Solow '67 (doctoral candidate, Harvard).

In addition, several psychology graduate students have been associated with the research projects. These include T. James Matthews M.A. '66 (doctoral candidate, Brown); Sanford Hyson M.A. '68 (doctoral candidate, McGill); and Derek Taylor M.A. '67 (doctoral candiddate, Rutgers).

At present, several students both study and work with Dr. Candland. Their program has included intensive research during summer months—a student project funded by grants from the National Science Foundation and the National Institutes of Health.

What are their views on the research and their roles in it? What are their future plans, and have these been influenced by their work in the psychology laboratory? Do they see such work as making any significant contributions to their overall undergraduate education?

WE asked these questions of Larry Dresdale '69, Jeff Leiphart '69 and Carl Johnson '71. The interview was conducted in the psychology laboratory during a "break" from their research work—part of which included equipment tests in preparation for their two-week feasibility studies on the island of La Parguerra, just off the coast of Puerto Rico.

Three of the undergraduate researchers, left to right, Jeff Leiphart, Larry Dresdale and Carl Johnson, attach miniature FM transmitter to squirrel monkey prior to experiment. Jeff is auditing receiver to check proper transmission.

Larry Dresdale '69: "Well, I am busy preparing letters of application for a position at a state psychiatric hospital. I am a major in psychology and what I'd like to do is research with psychiatrists—but not only Freudian-oriented psychiatry. My primary interest now is in operant conditioning procedures, and I think the best way to learn is by actually working in an institution and then proceeding to Ph.D. studies in experimental and clinical psychology. The point of all this is to try to tie together a theoretical background and practical methods of therapy."

Jeff Leiphart '69: "I hope to go to medical school. If possible, I'd like to study for a Ph.D. and an M.D. degree, pointing in a similar way to bringing theoretical knowledge into the area of therapy—especially as it relates to mental illness."

Carl Johnson, a sophomore: "It may be too early for me to state categorically just what my future plans are. However, as of now, I'd like to study for a Ph.D. in psychology, find a good school where I can teach and go on doing research similar to what I am involved in now."

WITH their future goals as background, the discussion moved to their work at Bucknell. All three students were unhurried, seeking always for clarity of expression, thinking before reacting to specific questions.

Larry Dresdale: "Our work in the lab might be seen as contributing to the definition of our future goals. But the background it provides is pretty basic to all areas of psychology. We've become interested in research. My own interests focus on research in clinical, but we could just as easily do research in comparative psychology."

Jeff and Larry take a moment to feed lab's male and female baboons, dubbed "Doug" and "Mary" by the students. The names just happen to be those of Prof. and Mrs. Candland.

Jeff Leiphart: "Yes, I'd agree. I see what we are doing as training in research, and this training is applicable to many fields."

Carl Johnson: "I have become interested in research. I find a general stimulation for my studies via the specific stimulus of this work.

"Right now, we are discovering the many problems of getting at emotion. Our studies have focused on aggression, which has been studied for some time previously. But what is emotion? How can we understand, test and predict it? This is the point of the research, but the questions have been around since the beginning of psychology, probably since the beginning of man."

Jeff: "That's the great thing about research. It makes you face up to the hard questions. Larry and I once worked out a great experimental design on paper. But, it was a disaster—a complete disaster. It was good on paper but not in practice. That taught us some basic lessons in discriminating factors in research.

"As a matter of fact, Carl taught us something the first week he was in the lab. We used to keep our monitoring equipment in the test room. He asked why we didn't move it to an adjacent room. That would eliminate any possibility of the work at the equipment intruding into the experimental runs. It was a good suggestion. In research, you learn something new all the time. And the new man can teach the more experienced. It's a two-way process."

Larry: "Just being in the lab is a great experience. If you are confined to taking only courses where you learn from books, I think that situation provides a totally erroneous choice for your studies at Bucknell and for the future.

"I would say that in this lab we are learning to learn. Both what you learn and how you learn spreads over into other fields, affects even the way you approach your other courses. In fact, even if you encounter a dull course, you know there is something of value somewhere in it, and you go about trying to find it."

Jeff: "I know my work here is the most important thing that happened to me in my four years at Bucknell. You just get totally involved in your work. You eat here sometimes, sleep in a chair, put in hours you never believed were possible. And all this doesn't just stimulate an interest in physiology or research in physiology. You get stimulated in chemistry, or electronics or history or philosophy.

"You must compare this with the usual routine. Go to class one hour, then back to your room to think. There's an isolation of functions. But not in the lab. It's total. You study, think, work, eat, sleep—continuously, around the clock."

Carl: "There are many factors which should be listed. Myself, I know that I schedule my work better since I know I have this extra work in the lab. Also, my interest rate is higher in all fields. I don't just read one book. When I study English, or philosophy—even psychology—

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The New Residents of 'Veterans Village'

"One of the major changes in the teaching of psychology at Bucknell —as well as in other disciplines—is that we have added both the laboratory and field research as methods of instruction. Previously, the classic method involved the text, the pencil, the blackboard and chalk, and a classroom in which the primary student-teacher relationship came via the lecture. Some people call this a movement from the word to the ways in teaching. Whatever you call it, it is a major change in the methods of instruction."

This is the way Dr. Wendell I. Smith '46, professor of psychology, describes one of the evolutionary developments in the department he served as chairman from 1957 to 1968. His research on the "pecking orders" of chicken won national recognition by demonstrating that behavior patterns were subject to manipulation and that structures of action among fowl were "social" and not "natural." That research forms part of the background for the present work of Dr. Douglas Candland and his undergraduate colleagues.

"One of the truly distinguished members of the Bucknell faculty, the late Dr. Phillip Harriman, encouraged us as students to engage in animal research. Though he could facetiously remark that he 'never even petted dogs' and sometimes had difficulty 'recognizing the difference between Bisons and cows,' he recognized quite early how developments in psychology would alter instructional methods. Thus, he encouraged students to look to these new areas of research, actively recruited faculty trained in such specialities in post-World War II years and managed to find space in isolated nooks and crannies for the research animals faculty members required," Dr. Smith explained.

Bucknellians who majored in psychology in post-World War II years will no doubt remember where those "isolated nooks and crannies" were located. Shortly after Coleman Hall was dedicated in 1959 and the psychology department moved to new quarters on the ground floor, space was found for experimental animals in rooms assigned to the department. Then, as some buildings in the old "Veterans Village"—located on the west side of Route 15—became ill-suited for rental quarters, the old apartments were converted to temporary animal quarters. However, these were razed in recent years. In 1964, the more permanent steel dorm near "Bucknell Veterans Village" was converted to a psychology lab by the Physical Plant staff, providing some 4,000 square feet of working space.

Two cement block additions have been built to psychology laboratory. New exercise yards are in foreground. Roof of old steel dorm is visible in background.

That old dorm, dating back to World War II years, was originally used to house veterans who returned to complete their education. Later it was used to provide additional classrooms, and still later as a storage area. However, its conversion to a psychology lab proved so fruitful, that two additions were constructed by the Physical Plant staff during the summers of 1967 and 1968 and new "exercise yards" are now being completed on the west side of the new quarters. Rats, mice, rabbits, chickens, monkeys and a male and female baboon are now residents of the new quarters.

"There is no doubt in my mind that there will be increased animal behavior research on the undergraduate level in disciplines other than psychology," Dr. Smith stressed. "Biology, of course, has long utilized animals as part of its instructional methods. However, some sociologists and anthropologists are now involved in cross-disciplinary research involving social behavior among non-human primates. In fact, it is important to note that Dr. Candland is now working on an NIMA fellowship with anthropologists at Penn State. Fortunately, the University has helped us keep abreast of these developments by providing facilities for such research. We'd like to have even larger research facilities in the future, sharing them, if possible, with other departments that require such facilities. But that's for the future. Right now, we must tip our hats to Mr.

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constant trends are brought into the picture. I see new relationship among various fields of study. This is exciting. Very reinforcing."

JEFF: "You might boil this down to saying that you discover one generalized drive of intellectual curiosity. So, when you find a dull course or a dull instructor, you have to use your own resources to learn."

SINCE the three young men stressed the value of their work in the lab to their general education, we shifted to a more pointed question: *Of what value is the research in which you are involved?*

CARL: "I've been involved for the shortest time, but I know how I see it.

"The ultimate end product of research can't always be seen. That's true of fields other than psychology. What we are doing is working with small parts of animal behavior and trying to integrate this into an overall system of behavior. We are contributing our small part. How important that part is will be determined when all the data are collected and analyzed, and then reported and examined critically by others."

JEFF: "I agree. The study of aggression, I think, is of vital importance. However, most people who wander into our lab don't seem to understand the point of animal research. So many totally mis-perceive what psychology is trying to do. They think psychologists are trying to control human behavior. We don't see this in our work. We're trying to understand and to apply. A lot of people who are not psychologists have been controlling or trying to control human behavior for many centuries."

LARRY: "I feel our research is very important in terms of application. Emotions, aggressive behavior, these are very strong in human beings. If we can learn more, perhaps we can make a significant contribution to human understanding. You must begin somewhere, and since we can't study humans, this is a beginning point—a very valuable one."

JEFF: "I think it is important to note that the work began some years ago with rats, then moved to chickens, then to a mammal, the monkeys, and perhaps will continue with higher primates. Also, the data indicate parallels in behavior associated with heartrate. I don't want to generalize, and you can read the papers which present the data. But those parallels are significant."

LARRY: "And now we're going into the field. That's important. If we can collect verifiable data in a more natural social situation—in the real forest and not the 'ersatz' one—then the scope of the work increases in importance. But, remember, this is a pilot study, not an exhaustive one."

THE final question involved how this type of lab research could be generalized as a part of the curriculum.

JEFF: "I'm convinced it should be more generally available. However, I don't see how Dr. Candland or any other professor can handle more than a half dozen students at one time. This isn't a partial or part-time task. Dr. Candland made it work. Without him, it just would not be as valuable as it is. He gave us personal, individual attention. He taught us the value of research and study—not just some accumulation of facts we can rattle off for tests."

LARRY: "I whole-heartedly agree about Dr. Candland's personal contribution.

"This is a difficult thing to do. The number of faculty available and interested is part of making it more general. Also, it probably would require more money. But it certainly would have an impact on undergraduates, making them more aware of other fields and just what research is all about."

CARL: "This type of program should only be expanded to the point where a sufficient number of faculty and students are interested enough to be involved. The limits are built-in. How many students, how many faculty are truly interested? My feeling is that if faculty did it because they are supposed to do it, and if students do it because it is designated as necessary, then much of its effectiveness would be lost.

"We learned many things from other studies going on in the lab. Dr. Hartley's (Dr. Donald Hartley, assistant professor of psychology) work on conditioned overeating is exciting. So is the work on perception of Dr. Milne (Dr. David Milne, assistant professor of psychology). You can learn by just watching others work, watching good minds in action. But I don't think this can be forced or designed into the curriculum. We are fortunate to have worked with Dr. Candland. Not many undergraduates are getting this kind of education."

Such are the views of three undergraduates at Bucknell, all with firm views about research, education and their future careers. It is evident that they have made "commitments," that they do clearly perceive some personal goals and feel that they are a part of a valuable and continuing activity.

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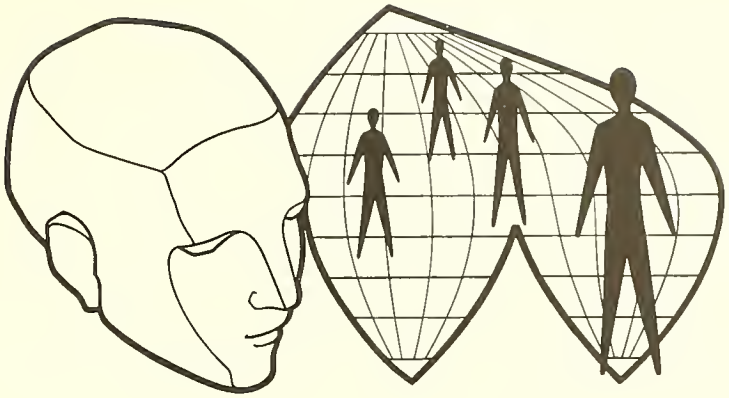
Walter Geiger. He did a fine job in planning, converting the old dorm, and in constructing the new addition to our research facilities," Dr. Smith concluded.

The steel dorm and the two new additions now provide 13 research rooms, two animal surgeries, five rooms for animal colonies, a shop and offices for faculty and students. The new outdoor "exercise yards" should be completed during the early spring months for the newer residents of the former "veterans village."



The Varied Worlds of Bucknellians

Army Historian

Colonel Robert S. Anderson '33, director of the U. S. Army Medical Department Historical Unit, serves as editor-in-chief of two new World War II historical volumes, *Medical Supply in World War II* and *Army Medical Specialist Corps.*

A veteran of 31 years of service with the Medical Corps, Bob plans to retire from active duty in August. He received his B.S. degree in biology from Bucknell, where he was a member of Kappa Sigma fraternity. He received his M.D. degree from the Temple University School of Medicine in 1937, and an M.S. degree from the Johns Hopkins University School of Public Health in 1952. He is a native of Wilkes-Barre.

Col. Anderson's military career includes service in the European Theater of Operations during World War II and in Korea during the conflict there. He has also served overseas assignments in England, Germany and Thailand.

The author of numerous articles on hospital administration and public health, Col. Anderson's latest editorial labors bring together the first concise history of the Army's Medical Specialists Corps, while the second volume details the vast array of problems involved in medical supply during World War II.

If such drugs as primaquine, chloroquine and dapsone, now used in Vietnam, had been available to treat malaria in 1941, at least one of the supply problems cited in *Medical Supply in World War II* would not have been so critical. Malaria will probably always be a worrisome military problem. But, when the supply of quinine was cut off by the early Japanese successes in the Far East, and only a synthetic substitute remained, the situation was truly acute. Military personnel were being shipped to the most malarious areas of the world, the South Pacific, and atabrine, which was considered only partially effective, had to be issued.

Col. Robert S. Anderson '33

As the Army expanded from 110 stations and general hospitals in 1940 to approximately 800 at the peak in 1945, there was a great need for medical supplies and equipment. Of all the tasks connected with procurement of these supplies, none was more complicated than the computation of requirements. Although not necessarily guesswork, the process did involve considerable prophecy, which was almost as hazardous.

The Army program of penicillin experimentation began in April 1943. By October, eight contracts were awarded and given the highest priority accorded any military item except the atomic bomb.

The Lend-Lease Act, approved in March 1941, granted authority to sell, exchange, lease or lend supplies and equipment to any government the President deemed it to our advantage to support. Under this authority, medical supplies were distributed to some 30 nations. The administration of Lend-Lease was a "war baby" without antecedent and, as far as anyone could tell, without hopes of posterity. It was constructed by inexperience, to meet pressing and rapidly changing needs. The result was a continuous establishment, revision, rescission and reestablishment of offices and policies

which appeared frivolously inconsistent.

As the First U. S. Army pushed across Germany, supplying the hospitals and miscellaneous medical installations for the prisoners of war and displaced persons proved an onerous task. For the most part captured material was sufficient, but this required an organization capable of collecting, classifying and distributing it.

Supplying the far flung areas of the Pacific was even more difficult. Delivery to supply points was often dangerous — sometimes the planes were not able to land because of enemy action or excessive mud. As a last resort the pilot would make a pass over the unit and drop the issue in its front yard.

Probably the most acute problem was loss of supplies through pilferage. Medical supplies brought fantastic prices on the overseas black markets; penicillin was one of the most wanted items.

Despite losses from the sinking of ships, poor handling of supplies on the beaches, and enemy destruction of depots, medical supplies were delivered and used in sufficient quality and quantity to allow effective treatment of the American soldier wherever he became a casualty.

The second volume records the problems and achievements of the Department's youngest Corps, the *Army Medical Specialist Corps,* which was formally established by Congress in 1947. However, professional dietitians, physical therapists and occupational therapists worked with the Army for some 30 years before that date.

The use of these specialists was an innovation in the medical care of patients during World War I. Since they were not oriented to the discipline of the soldier, they worked on their own initiative, little troubled by precedent, advancing as fast and as far as their hospital commanders would permit. As civilians, uniforms were neither provided nor available, yet those who were sent overseas were required to appear in military dress although they were given none of the privileges or benefits accorded those with whom they served.

Early in World War II, dietitians and physical therapists were commissioned in the Army of the United States for the duration and six months thereafter, so as to give those sent overseas the military protection denied these specialists in World War I. It was not anticipated that occupational therapists would be used abroad, so they were not commissioned until 1947. However, they were employed as civilians within the United States Army hospitals.

World War II hospital ships were manned by U. S. Navy or Merchant Marine crews who were a little hesitant about having a woman dietitian run any part of the galley, and suspicious of any "new fangled" ideas she presented. Supervision of feeding the enlisted personnel and the patients aboard became her responsibility, and she soon merited the respect of her co-workers.

An Army dietetic internship program, which had been established in 1922, provided a solution to many of the problems encounrered in World War II. It prepared the young officer to accept and fulfill the responsibilities required of a staff dietitian in the Army Medical Department. With the establishment in 1950 of a food service division, headed by a dietitian, the dual control over hospital food service ended. The changeover from mess officer to dietitian was made easier by the fact that a general reorganization was in progress. In most instances the transition was rapid and effective. The Army dietitian had finally attained the same professional status as her civilian counterpart.

Except for a brief period following the end of World War II, the Army has conducted a physical therapy course. In June 1949 it was one of the first courses to be approved by the Council on Medical Education, American Medical Association.

Heat had long been the treatment of choice for relieving pain and swelling, but in recent years the use of ice therapy has been added, along with ultrasound treatment.

A comparison of programs used in World War I and World War II clearly points out a definite change in emphasis. Where these specialists once concentrated on treatment of the specific injury, attention shifted to treatment of the patient as a whole, and he was afforded an active role in promoting his own recovery.

From time to time after the beginning of the Korean War, legislation was introduced to permit the commissioning of male specialists in the three sections of the Corps, but it was not until August 1955 that this was achieved.

Because the cutoff date on this volume is 1961, the Corps' active participation in Vietnam is not included.

Both volumes are available from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

Executive Vice President

Robert D. Royer '41 has been elected executive vice president of Pfizer International, a subsidiary of Chas. Pfizer and Co., Inc.

Bob received his B.S. degree in commerce and finance from Bucknell. He joined Pfizer International in

Robert D. Royer '41

1952 as assistant treasurer and became controller in 1955. In 1963, he was elected vice president in charge of finance and a member of the Pfizer International board. He was promoted to administrative vice president in 1965 and operations vice president in 1967. In his new post as executive vice president, Bob will have direct

responsibility for Pfizer International operations in Canada, Latin America and Africa. Finance, legal, manufacturing and operations services staff functions will also report to him.

Mrs. Royer is the former Dorothy L. Hughes '41. The Royers are parents of two sons and a daughter. One son, James R., is a 1968 graduate of Bucknell. The family residence is in Summit Hill, N. J.

Community Leadership

"The Ossining Barn was started only eight months ago by members and friends of the Interfaith Council for Action. Our main objective was to initiate a training program for the disadvantaged people in our community who were interested in retailing as a career. We have already hired both black and white employes for the Barn. We have also begun a relationship with the Ossining High School to work with youngsters interested in retailing. On the other end of the vocational line, we have working arrangements with major department stores in Westchester County who will hire our people after a suitable period of training."

The explanation comes from Ned A. Miller '53, who has assumed a leadership role in community development in his home town. Ned is president of the board of directors of Ossining Barn, a retail clothing store specializing in casual clothes for the family. The store is located at 226 North Highland St., Ossining, N. Y.

"We have what might be called a school within a store. One aim is to provide training in actual store operation for managers, cashiers, clerks, sales personnel and, eventually, buyers. For those who simply can't get this instruction elsewhere, we are providing training in skills transferable to the general market. This means we will employ people for specific periods on a revolving basis —more or less graduating skilled people for employment wherever they wish to go," Ned explained.

Capital for the venture was raised by the sale of stock offered to residents of New York State only. Both voting and non-voting shares of common stock were restricted to residents of Ossining, N. Y., who were persons of low income, residents of low-income areas or members of minority groups subject to discrimination. Approximately 1,500 shares of five percent preferred stock were sold at $10 per share; 3,500 shares of non-voting common stock at $5.00 per share; and 1,500 shares of voting common stock at $5.00 per share. The shares carried a further restriction that owners may not sell their shares without first offering them to the company and then to Interfaith Council for Action, Inc. If both turn down the offer, then the owner may sell only to residents of the State of New York.

Ned A. Miller '53, at right, inspects a new community venture, the Ossining Barn with Betty Baskin, store manager. New store is sponsored by Inter-Faith Council for Action, a non-sectarian group, and Ned serves as president of board of directors.

"We believe our venture is really the epitome of America in action," Ned stressed. "Over 800 people of all races and religions, from all economic strata have worked to support the Barn. We even raised more money through stock sales than we expected."

But there was some opposition, or 'non-cooperation,' Ned admitted. "The local Chamber of Commerce was not particularly ecstatic about our Store. We applied for a loan and asked the Chamber for an 'Endorsement of Principles.' The vote was 6-6. Fortunately, the president of the Chamber broke the tie in our favor. Our opening day ceremonies were covered by both a photographer and a reporter from the *N. Y. Times*. The *local* reporter missed it," Ned recounted.

"Those who have been closest to the venture see it as representing the true ecumenical spirit. The Barn really grew out of an idea for finding ways to provide a true dialogue in our community. At our opening day ceremonies in November, for example, representatives attended from all the churches and the synagogues in the area. The invocation was given by a Roman Catholic priest who has been a leader in the effort. The local Republican assemblyman and the Democratic congressman were there, as were local village officials. And the National Retail Merchant Association and the National Businessman's Council sent representatives," Ned observed.

A varsity basketball player at Bucknell, Ned received his B.S. degree in business administration. Since 1956 he has been associated with the Connecticut Mutual Life Insurance Co. in the area of instituting fringe benefit plans. Recently he became a partner in Romm, Miller and Lazaruz, New York, an insurance consulting firm. He has done graduate work at

George Washington University and New York University Law School and now teaches a survey course in insurance at Pace College. In addition, he is a columnist for *Business Insurance,* a national news magazine.

A member of Sigma Alpha Mu fraternity while an undergradute, Ned presently serves as president of the Bucknell Alumni Club of Westchester and as assistant Class Fund manager. He is married to the former Anita Podell (a Cornell University alumna), and they are parents of two children: Jonathon C., 6, and Alison, 4. The Millers reside at 73 Hungerford Road, Briarcliff Manor, N. Y. 10510.

New Judge

David B. Fawcett, Jr., Esq. '50 has been named judge of the Allegheny County Common Pleas Court by Pennsylvania Governor Raymond P. Shafer.

A former president of the Allegheny County Bar Association—the youngest man elected in the organization's history—Judge Fawcett is a partner in the Pittsburgh law firm of Dickie, McCamey, Chilcote and Robinson. He received his B.S. degree in commerce and finance from Bucknell and an LL.B. degree from University of Pittsburgh Law School in 1953. Active in basketball and student government while at Bucknell, he served as class president in his sophomore year and was a member of Phi Kappa Psi fraternity.

In 1958, Judge Fawcett became chairman of the Young Lawyers Section of the Allegheny Bar Association and was elevated to the presidency of the Association in 1965 at the age of 37. During his tenure, he advocated removal of the selection of judges from partisan politics and replacement by a system based on merit. He was also active in the organization of the Neighborhood Legal Services Association to provide legal aid to needy persons and was elected president of the association in 1966.

Judge Fawcett also is a member of the board of governors, University of Pittsburgh Law School, an elder in the Glenshaw Presbyterian Church, a member of the Shaler Township School Board and active in other community organizations.

In 1953, he was married to the former Janet McKain, a graduate of Chatham College. They are parents of two daughters and two sons: Betsy, 15; Emily, 12; David III, 10; and Dan, 6. The Fawcetts reside at 1926 Woodside Road, Glenshaw, Pa. 15116.

Peace Corps

Miss Barbara Ann Crockett '68 spent New Year's Day winging her way from Kennedy International Airport across the Atlantic Ocean to Nairobi, Kenya. Twenty-four hours after departure, Barbara was busy teaching mathematics at Thompson Falls, Kenya, as a volunteer member of the Peace Corps. The school is located about 90 miles from Nairobi.

Barbara Ann Crockett '68

Active in the C. A. while at Bucknell, Barbara was the recipient, in 1966, of the Associated Women Students' Merit Award. She received her B.A. degree with a major in mathematics and was a member of Pi Mu Epsilon, mathematics honorary, Mortar Board, senior women's honor society, and Alpha Lambda Delta. She is now on leave from the Harvard University Graduate School of Education where she is studying for an M.A.T. degree in mathematics.

Before leaving for Kenya, Barbara studied education techniques, Kenyan history and culture, and Sivahili, the language of the country, at Teachers College, Columbia University.

Worldwide Products

Charles P. Jones '57 is now president of his own firm—the Extracorporeal Medical Specialities Co.—and its products go to a worldwide market.

The new firm, located in Mount Laurel, N. J., manufactures and distributes implantable and bio-medical products. It recently introduced a new disposable cartridge dialyzer in the artificial kidney field and it makes many other accessories for use with artificial kidneys and for heart-lung machines. The firm employs about 100 people.

A native of Philadelphia, Charles received his B.S. degree in commerce and finance from Bucknell. Following Army service, he joined Baxter Laboratories, Morton Grove, Ill. and began his career in the field of medical specialities. He stayed with Baxter until 1964, becoming its Eastern territory artificial organs specialist. He handled sales and training in the use of several medical specialities.

Charles began his new firm five years ago, initially acting as a dealer and distributor. In 1966 his firm was incorporated and merged with the Holter Co., Bridgeport, Pa., a manufacturer of medical specialities. Though it still acts as a distributor, more than 90 percent of the firm's sales now represent its own products.

A key element in Extracorporeal is the medical research facilities begun some years ago by Mr. John Holter in an effort to develop an implantable valve for the relief of hydrocephalus victims. The valve is now in commercial use, as are several other implantable silicon products developed by the firm. The most important new product—the disposable cartridge dialyzer — was developed through cooperative research with Dr. James Clark, Crozer-Chester Medical Center, and Dr. Lewis Bluemle, Jr., University of Pennsylvania. In effect, this is an artificial kidney used in conjunction with other equipment to filter out impurities from the blood

of persons whose kidneys have ceased to function.

Charles provides the marketing expertise for the firm and is developing a foreign market which accounted for 30 percent of total sales in 1968.

Charles is the son of Mr. and Mrs. Philip E. Jones '33 (the former Gladys Gandar '34). He is married to the former Kristine Johnson (Penn State '57) and they are parents of two sons. The family residence is at 124 Richards Avenue, Maple Shade, N. J.

CBS Executive

Herbert W. Morreall, Jr. '37 has been elevated to Vice President, Technical Services, CBS Electronic Video Recording Division. Mr. Morreall, who lives in Berkeley Heights, N. J. joined CBS October 1, 1968 as general manager, EVR Cartridge Processing Plants, after over 30 years with GAF (General Aniline and Film Corporation).

He is responsible for establishing and managing CBS Electronic Video Recording processing plants, location of the first of which is expected to be announced shortly. In addition to conducting site studies, his responsibility extends to selecting and contracting for plant equipment, direction of facilities and equipment planning and construction, and preparation of operating and capital budgets.

During his career at GAF, Herb started as a photo chemist and rose through a number of posts to director of technical services. The first 28 years of his GAF service were spent in Binghamton, N. Y., where the Morrealls still hold many friendships and ties. During these years, he served as president of the Binghamton Family and Children Service Society, was chairman of the area's Rotary charity fund drives and participated in local United Fund drives.

Mr. Morreall is a past president of the Committee on Radioactivity for the National Association of Photographic Manufacturers and a former member of the Department of Defense—Photographic Industry Advisory Committee and advisor to the State University at Farmingdale Photographic Department.

Herbert W. Morreall, Jr. '37

Among his current associations are the Society for the Advancement of Management, American Chemical Society, American Society for Quality Control, New York City Rotary Club, Alpha Chi Sigma, Pi Mu Epsilon, and Phi Gamma Delta.

Mr. Morreall was born in Utica, New York, was graduated from Mt. Carmel (Pa.) High School and received a B.S. in chemical engineering from Bucknell. He lives with his wife Betty, the former Elizabeth Getchey of Centralia, Pa. at 64 Holly Glen Lane South, Berkeley Heights, N. J.

The Morrealls' two daughters are married. Gail '64, Mrs. Charles Crider, makes her home in Dunwoody, Georgia. Joan, Mrs. Charles Gianaris, was married December 28, and will make her home in Baltimore.

Mr. Morreall is the holder of a number of patents, primarily in color photography and color masking.

Industry Merger

Two Bucknellians are executives of Forgflo Corporation, Sunbury, which completed agreements in January to become a major division of Waltham Industries, Inc., New York, N. Y.

George T. Burgard '38 is president of Forgflo and Raldo E. Shipman '29 is vice president. Mr. Burgard, who studied for three years at Bucknell, won renown as a member of Gen. Chennault's "Flying Tigers" during World War II. Mr. Shipman received his B.S. degree in mechanical engineering. He is president of the Pennsylvania Gear Co., a division of Forgflo.

Forgflo, which has undergone swift expansion in the past decade, now has some 225 employees. It will become the seventh division of Waltham and no changes in corporate officers or personnel are involved. The company, which had 50 employees ten years ago, produces high precision mechanical components, including electronics. Included in its line are video tape recorders used throughout the television industry. In recent years it has supplied highly sophisticated components for the National Aeronautics and Space Administration's satellite programs. It also is especially noted for its research and development programs.

Elder Statesman

The following editorial tribute to Mr. Neal S. Blaisdell '26, former mayor of Honolulu, Hawaii, appeared in the December 20, 1968 issue of the Honolulu Star-Bulletin, under the title, "Elder Statesman:"

"More than one person around City Hall and around last Friday night's testimonial dinner for Neal S. Blaisdell remarked that 'things won't be the same' after the Mayor of 14 years steps out of office on Thursday.

"The Blaisdell era is the longest in the history of the City government and it did, as the Mayor himself has said, bridge the period during which Honolulu was transformed from an essentially small town to a busy and modern city.

"It started when Hawaii was a territory, ends in the Statehood Era. It started before the jets halved travel time between Hawaii and the rest of the world, and ends when Hawaii gets its first visitors from the Moon.

"The Mayor has presided over the transformation of Honolulu, necessarily, into a city of high rises. But he also presided over a gigantic expansion of the public park system and the

It was "Bucknell Night" on November 27 for the performance of Earl Wilson, Jr. '65 at the St. Regis Hotel's La Maisonette Supper Club, New York City. Earl and his wife, the former Susan Bauer '65, visited with fellow Bucknellians and were hosts at a party following the performance. Enjoying a chat during the dinner hour are, left to right, Mrs. Robert Guempel, Earl and Susan, Robert G. Guempel '48, and Mr. and Mrs. Edward A. Stoudt (the former Marjorie J. Hall '45). Following a tour of military hospitals, where he entertained wounded veterans, in company with Marty Allen, Earl plays the Latin Quarter in New York City. Photo by Al Levine.

drafting of a comprehensive zoning ordinance to better control our explosive growth.

"He has seen slums transferred by projects like the Queen Emma redevelopment and other such improvements planned.

"He has started the city on the road to a mass transit system.

"The Mayor, as he will be known as long as he lives, steps to the sidelines now and a new and heady younger team takes over.

"When he decides to speak up from the sidelines, his voice will still command attention and respect. He will be in fact, what he was dubbed on Friday night, Honolulu's Elder Statesman."

Washington Reporter

Milton G. Jaques '47, former executive secretary to U. S. Senator Joseph S. Clark, has been appointed Washington correspondent for the *Pittsburgh Post-Gazette*.

Prior to his association with former Senator Clark, Milton had extensive experience as a Washington newsman, serving as correspondent at the nation's capitol for 12 years for the *Harrisburg Patriot, Evening News* and *Sunday Patriot-News*. During these years he was an active member of the White House Correspondent's Association.

An English major at Bucknell, he served for two years as sports editor of the *Bucknellian*. However, he began his newspaper career while still in high school as a printer's devil on the *Vermont Union Journal*, Lydonville, Vt. Following graduation from Bucknell, he worked for five years as a reporter in Harrisburg before being assigned to Washington, D. C.

Milton G. Jaques '47

Milton is a Ruling Elder in the Presbyterian Church and has been a leader in young people's activities. He and his wife, the former Frances Keeney, Palmyra, lead trail hikes for church senior high groups on the Appalachian Trail in Maryland and Pennsylvania.

His sister, Jeanne '52, now Mrs. John K. Inman, Bethesda, Md., and brother, Paul '53, now a physician in Osterville, Mass., are both Bucknellians. So is an uncle, George Faint '25, former registrar of the University.

Milton and Frances are the parents of two children and reside in Edgewater, Md.

White House Staff

Kenneth R. Cole, Jr. '59 was named White House Staff Secretary on January 16 by President Richard M. Nixon. A former account executive with J. Walter Thompson Co., New York, Kenneth served as advance director for the Nixon-Agnew campaign team.

A member of Sigma Alpha Epsilon fraternity at Bucknell, Kenneth received his B.S. degree in business administration. He also served on the staffs of *The Bucknellian* and *Touche*, the student magazine.

Kenneth began work as a Nixon volunteer at nights as far back as April, 1967. He began full-time work with the Nixon staff in February 1968, when the president announced his candidacy. During the hectic months of the campaign, as the director of some 50 advancemen, Kenneth worked 16-hour days keeping details and plans in smoothly-running order. He also played a key role during the transition from the Johnson to the Nixon Administration.

Married to a Wilson College alumna, the former Marilyn Slifer, Westfield, N. J., the Coles scored a double triumph in November. A daughter, Megan Reese, was born on Monday, November 11. Her sister Cori is now age 3. The Coles new address is 5705 Marengo Rd., Wash., D. C. 20016.

President Charles H. Watts, left, addresses business session of Council members. Part of audience is shown above. Below: Mrs. Edward H. Treadwell, left, Edward H. Treadwell '61, and Mrs. Richard D. Atherley examine official schedule of events. Ed represented Wilmington, Del. Club.

COUNCIL OF CLUB PRESIDENTS

From Inside Cover

der of preference to the University's Board of Trustees who make the final selection from this list. The nominating committee for Director, using criteria to assure widespread representation, will develop its lists of nominees for presentation to the Board of Directors of The General Alumni Association. The Board will then elect new directors from these nominees.

A nominee for Trustee may also be submitted by a petition signed by no fewer than 200 Alumni. The nominee will be designated as nominated by petition. Deadline for receiving such petitions shall be Homecoming Day.

Trustee and Director nominees have been elected for the past several years by a mail ballot. Of 18,000 ballots mailed to eligible voters, only some 3,500 actually participated in the elections. Dissatisfaction with the method led to suggestions for improvement. These were incorporated as revisions to Articles VI and VIII adopted by the General Assembly on February 8.

Below Right: Dr. Melvyn L. Woodward '53, director of Alumni Relations, at right, confers with, left to right, Joseph S. Drexler '49, Philadelphia Club; Howard G. Kulp, Jr. Esq. '29, South Jersey Club; and Sigmund A. Stoler '37, Sunbury Club. At left: Emil Kordish '42, Baltimore Club, chats with David "Mike" Hayes, assistant director of Alumni Relations.

ALUMNI REUNION WEEKEND
JUNE 6-8, 1969

Emeritus—*President:* Mr. Jesse E. Riley '14

1919—*President:* Mr. Raymond D. Kline
Reunion Chairman: Mr. Chester R. Leaber

1924—*President:* Dr. Malcolm V. Mussina
Reunion Chairman: Mr. Charles F. Lindig

1929—*President:* Clyde P. Bailey, Esq.
Reunion Chairman: Mr. D. Eugene Long

1934—*President:* Mr. Edward C. Myers
Reunion Chairman: Mr. Sherburne B. Walker

1939—*President:* Kurt Manrodt, Jr., M.D.
Reunion Chairman: Mr. Roy P. Mathias

1944—*President:* Mr. Robert F. Baker
Reunion Chairman: Mr. Charles H. Lemmerman

In April, reunion class members will receive a room reservation flyer. Please return it promptly so you will be sure to be housed with the other members of your class in the University dorms.

1949—*President:* Claire W. Carlson, Esq. (Acting President)
Reunion Chairman: Mr. Robert E. Walgran

1954—*President:* Mr. Luther M. Ertel
Reunion Chairman: Theodore S. Larson, Jr., M.D.

1959—*President:* Mr. Donald A. Booth
Reunion Chairman: Mrs. William A. Benning (Jean Nardi)

1964—*President:* Mr. Michael I. Rudell
Reunion Chairman: Miss Dorothy L. Schindler

1968—*President:* Mr. P. George Benson
Reunion Chairman: Mr. James L. Isaacs

THE BUCKNELL ALUMNUS

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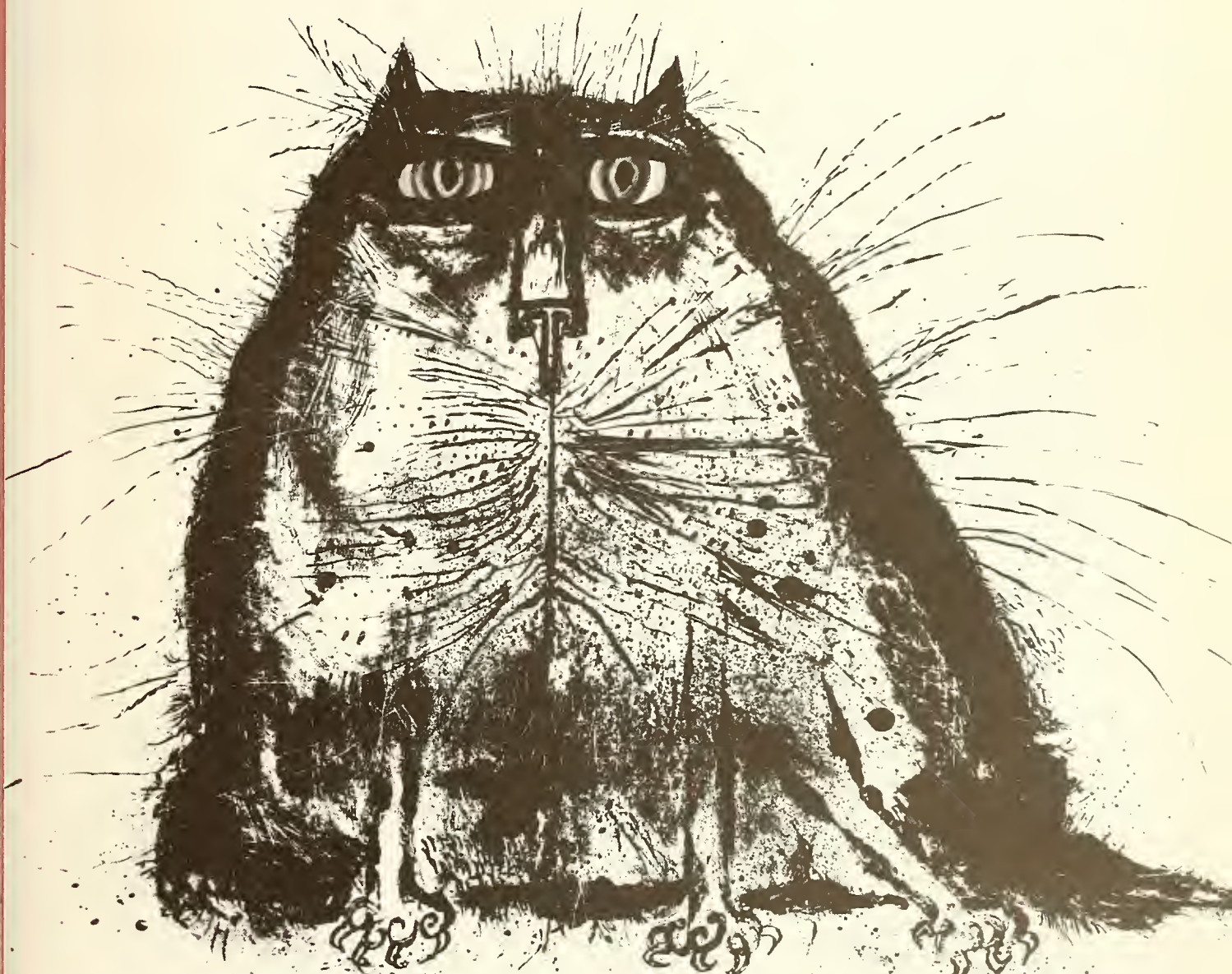
JULY, 1969

THE BUCKNELL ALUMNUS

WOODPECKERS, SQUIRLS, AND OTHER CAMPUS CREATURES—*By* JOHN ZELLER '41 *(Page 14)*



Ronald Searle, *Rather Timid Wolf in Cat's Clothing*

CRISIS AND RENEWAL—*By* PRESIDENT CHARLES WATTS *(Page 1)*

IN THE LAND OF THAI—*By* MRS. JANE KREIDER MILLER '50 *(Page 25)*

Bisons Win 3 MAC Titles

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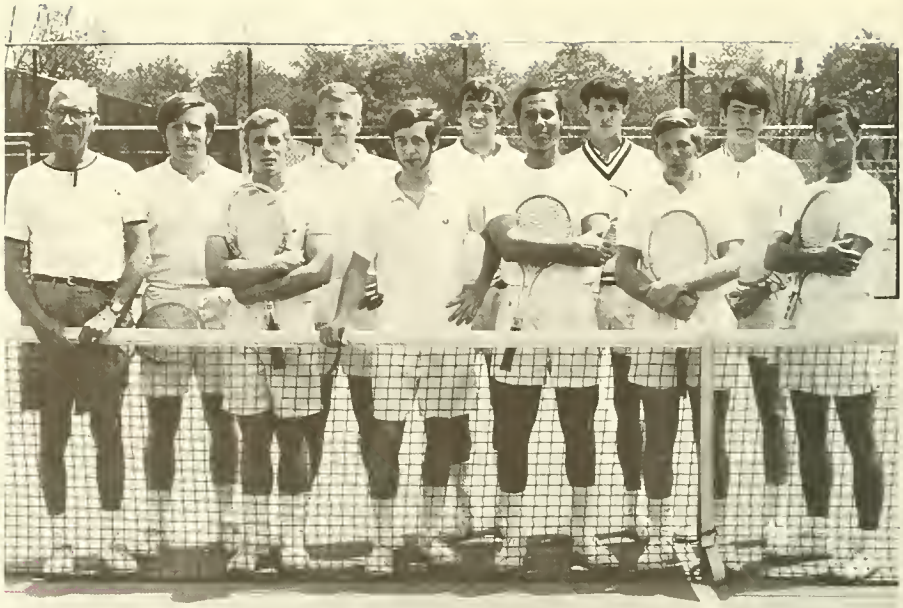


TENNIS CHAMPIONS

Left to Right—Coach Hank Peters, Dave Lacy, Frank Martino, Phil Lawes, Scott Nichols, Dave Rath, Sam Ross, Wheeler Neff, Mark Poses, Alex Anderson, and Captain Dave Gordon.

LACROSSE CHAMPIONS

Front — Co-Captains Ed Farver and Jim McKee. Second Row—Kent Kisenbauer, Brian Mund, Jack Eckmann, Gary Giffin, Jim Morris, Lou Kissling. Third Row—George Beals, John Richards, Chuck Sowka, Kevin McCaughey, Roger Waltemyer. Fourth Row—Bart Griffith, Curt Torell, Paul Brown, Ray Baxter, Rob Worthen, Fred Smith. Fifth Row—Jim Reese, John Gazley, Hollis Brown, Rick Smith, Art Kurz. Sixth Row — Doug Behm, Fred Brown, Ted Ammon, Willie Jenkins, Coach Sid Jamieson.

BASEBALL CHAMPIONS

Front Row—John Garbark, Ward Bower, Captain Frank Arentowicz, Bill Welaj, Jim Carson. Middle Row—Sports Information Director Dave Wohlhueter, Irv Brown, Randy Ruger, Marty Stenzel, Bob Porta, Ward Stewart, Vic Cegles, Manager Harv Wooding. Back Row—Coach Tommy Thompson, Howard Susskind, Rich Ament, Dave Hill, Gene Luccarelli, Chris Riley, Tony Zidansek, John Rudolph.

". . . Change has indeed come late to the American campus, late partially because the jobs the world wishes us to do are new, late partially because few of us realized that we had inherent in our very way of life the capacity to make change occur. That capacity is a trust in reason, a respect for fact, and a concern for individual, human growth . . . ."

Crisis and Renewal

Text of an address to the Class of 1969 at their Senior Class Dinner

By Charles H. Watts II
President of Bucknell University

THERE may still be those who, with the nervous expectation one feels when approaching a cathartic, anticipate from me this evening a dose, probably ill-tasting, of advice. Despite my best efforts, I fear that is what you are going to get.

This has not exactly been a year during which the country has turned to its college and university presidents for advice. Wise and thoughtful men yesterday's crop of administrative officers may have been in the eyes of the world, but today we are regarded—sometimes I suspect with relief—as all too human, obviously subject to the common ills of incompetence, aloofness, cowardice, and general lack of ability to meet the demands of our jobs. President Nixon liked Father Hesburgh's 15-minute early warning system, but that's about the only good word any of us have heard all year, and as yet no one has explained to me how the system is supposed to work.

Spineless, weak-kneed, lacking in both courage and foresight, they are told, previously innocent men in jobs like mine have wakened to find themselves the hottest front-page news since the public got tired of reading about gang killings in Chicago. Some, who thought they had been hired to deal with educational affairs, have returned to teaching. Since the classroom is where the next crunch will come, this will prove a short-lived escape. Perhaps in due course they will become students again; then their voices may be heard, and their wisdom sought. Just to complete this cycle of regression, I might remind the more aspiring of you that some 450 colleges are seeking presidents, and all you need prove is that you are against dissent of the wrong kind, for freedom of the right kind, love to raise money but prefer to talk with students, recognize that your job is a necessary evil, and confess a secret liking for the works of the late Marquis de Sade. Tom Swift or Holden Caulfield could set himself no finer goal. I will be glad to counsel all applicants.

SO my first piece of advice to you is to regard any advice from me with suspicion—which habit you have probably already thoroughly developed. My exhortations will bear all the stigmata of the establishment —very positive in tone when dealing with large generalities, very cautious when it comes to specifics, an awkward stance at best, but understandable when the world has taught you something of human fallibility, and inevitable when you have spent time trying to induce change in a complex social organization.

But so be it. Even Henry Thoreau spoke in metaphor, and he was speaking only to himself and God.

One thing does seem abundantly clear. Very few of my colleagues across the country will stand at this season and tell student audiences that now at last they are ready to enter the cold and real world, leaving behind forever

THE BUCKNELL ALUMNUS, Vol. LV, No. 1, July, 1969. Published by Bucknell University, Lewisburg, Pa. 17837. William B. Weist '50, Editor. Photos by Ralph Laird. James E. Pangburn '54, President, The General Alumni Association. Dr. Melvyn B. Woodward '53, Director of Alumni Relations.

the sheltering arms of quiet and orderly scholarship. This is hard to do when American campuses have become battlegrounds in some instances, and when all but the most parochial of them have undergone strain and threat of a kind which only the paranoid can regard as beneficial. I am tempted to guess that some speakers will say only half facetiously that today's graduating seniors may now leave the problem of righting the world behind, to their youngers and betters, and give advice on how to enter old age gracefully. Nobody has told me of it yet, but I suspect that the mythological dividing line of "over-thirty" is about to be dropped to "over-twenty-five," with further revisions downward to be expected as soon as the elementary schools have been satisfactorily politicized. What the great, impotent mass of aged college graduates will do with their remaining fifty years of life expectancy is horrible to contemplate. No doubt the government will provide.

But there is something to be learned from this idiot projection. There is a chance, a real one, that many of you will turn from your college years with an unusual sense of relief—not the ordinary relief of having fulfilled a required ritual, of relief at no more course requirements and no more parietals—not these but a relief which comes when, for whatever reason, one believes that he has no responsibility any more to participate actively in changing his environment.

NOT many will agree with me, I suspect, but I would not be surprised to find that many seniors who have been most active in seeking change and improvement on their colleges' campuses will shortly never be heard of again. Marriage, employment sufficient to feed a family, a new profession—these naturally and always absorb much of the energy of yesterday's campus leader. But I mean more than that. I mean that it may still not be clear to enough of you how hard it is to modify one's environment, perhaps precisely because it has appeared so relatively easy to bring about change in the environment you have recently known, namely, the college campus.

You have wrought changes here, you know—not as fast as some of you would have liked, of course, but faster sometimes than some of us thought could be sustained. While you may not quite believe it, you have been heard, and by and large the entire campus community has been willing to work quite hard to make those changes meaningful and lasting. The place will never be the same again, as some members of previous classes tell me with some force and concern.

Change has indeed come late to the American campus, late partially because the jobs the world wishes us to do are new, and late partially because few of us realized that we had inherent in our very way of life the capacity to make change occur. That capacity is a trust in reason, a respect for fact, and a concern for individual, human growth. We have begun now on our campuses to examine more thoroughly than ever before whether the way we live life here nearly enough resembles the ideals we proclaim. That it presently does in many ways some of you will not believe. That we are not in common agreement as to what all of these ideals are we all realize: I hope we may realize too that such pluralism makes radical change dangerous, quite as the absence of pluralism would make change impossible.

If idiot forces do not in the ensuing years pull us all down, I am quite sure that this age of the American university will in due course be regarded as a kind of renaissance, marked of course by error and excess, but nevertheless a time of rebirth and new vigor. Not for centuries have we studied carefully of what use may be the *campus* itself, the living-together and sharing of disparate views. Not until recently have we been willing to grant to undergraduates freedom to govern their personal lives, and it only remains to be seen how a sense of individual responsibility may be coupled to that freedom. And only now that it is obvious that the explosion of new knowledge will continue for the foreseeable future have we begun to consider how to help students become whole persons in the midst of it. Less important than you think, but crucial still, is our beginning awareness that a university is a highly complex social organization, deserving of a mode of governance far more sophisticated than it has got presently.

I am going to return in a moment to this theme, to say something further about the renaissance of the university. Suffice it to say at this point that more and more responsibility and power is going to flow to our colleges and universities, and that, given the magnitude of the new tasks they are asked to undertake, such institutions will prove to have been more adaptable, more capable of self-renewal, than virtually any other institution in our society.

(This will get me drummed out of the league of college presidents of course. Normally we are allowed only to bemoan, weep, and confess fatigue. I am tired enough, but I am also very hopeful.)

But I would repeat now my warning to you of a moment ago, namely that if you think the collegiate environment has been slow to respond to your hopes and ideas for a more humane life, hang on, for you've seen nothing yet. Some of you will become most dispirited in the next five years, for you will discover that our culture in the main is not at all sure it wishes to be renovated, and has even greater doubts that you have either the ideas or the methods to bring such improvement about.

But don't quit quite yet, for if the rising generations don't have both the hopes and the requisite techniques, then nobody does. The problems you will face in seeking peace, restructuring our cities, maintaining that free flow of fact and opinion which makes democracy possible, establishing conditions whereby our business and industrial corporations accept more effectively their social obligations, and finally removing the plagues of poverty and racial injustice—these problems are new in the vastness of their dimensions and complexity, even though they may have old roots. It will take new attitudes and new

President Watts, at left, escorts Senator Abraham A. Ribicoff, Dem., Conn., to Spring Convocation ceremonies in Davis Gymnasium, held Saturday, May 10. The senator praised the courage of today's youth, saying: "Youth has given this nation a heart transplant, and we needed it badly."

techniques to solve them.

The danger for some of you may be that you feel with passion the need to find solutions, but have not the patience to develop the requisite skills in the use of political power, money, and technology which such solutions demand.

You are persons of strong social conscience. You believe in the necessity of personal freedom. You are more nearly professionalized in your search for careers than your predecessors. You know a great deal—despite appearances.

IT will be your major task to conjoin what you feel and believe with what you know or can learn. We have passed the point where a man's intention—even his passionate intention—to make life more hospitable to humane values is enough. If he is not to be perfectly frustrated in his efforts, he must now become highly skilled in the politics of social reality. He must know what can be done and how, as well as proclaiming what should be done and why.

You must join those two aspects of life solidly together, making aspiration wed the pragmatic, and not letting patience become an excuse for not-doing, nor impatience a license for action for its own sake.

What man who has lived in a major American city believes its problems subject to any simple solutions? A mayor's charisma helps, more money would help somewhat, cleaner air, better schools, less crime, greater equity in union hiring and more social concern on the part of the great corporations—all these would help. But such an itemization hardly scratches the surface.

You are going to have to design whole new systems of city government, develop new systems which bring to bear upon city problems the talents of architects, political scientists, engineers of all stripes, psychologists and sociologists and aestheticians and economists. The plain fact of the matter is we don't yet know how to make our cities—where you will live and work—habitable. The basic information—quantitative data, basic technique—is probably there, but we haven't yet been inspired to put it together and make it work. We must. You must.

I suggest that your generation will be among the first to recognize that each man must accept as a prime, not secondary, obligation his responsibility to work for the common good, not simply for his own good. It is already true that most men of high position in corporate life spend a quarter and more of their time in work for the public interest. It would not surprise me if each of you, whatever his success in life, spent half and more of his talent and time seeking solutions to the kind of problems my few exemplifying words about our cities suggest.

I mean to forecast a real change here, one which will make your lives different from mine. To put my thought in terms of a week's work, I mean that you will spend two or three days a week doing something other than making money or having fun. You will spend those days on commissions, task forces, urban coalitions —you name it—seeking to improve the quality of American life. And not as an altruistic avocation, but as a direct consequence of your knowledge that if you don't do it, the quality of our life will degenerate.

Your deep social concern will help you, as will your respect for liberty and life. I think and hope that your pride of accomplishment will come more largely from public service than has been common in the recent past. I think that you have already begun to learn that that sweet freedom you cherish so in your personal lives is absolutely dependent upon the establishment of an environment whose ordered peace means that it is functioning in behalf of all men.

You will probably be tempted in the coming years, as a few of you have already been, to try to correct what you find wrong by means which are violent or unlawful or coercive. Some may wish to destroy totally what has been imperfectly built in the hope of building more perfectly. This is a foolish hope, and it will not work—on college campuses or in cities, nor has it ever. Anarchy fulfills only itself, and reliance upon violence for solution finally corrupts he who is violent.

Speaking of campus disorders, John Gardner recently said: "Protest has become a disorderly game of 12-year-olds. Reasoned debate has given way to bull-horn obscenities. The loudmouth and the hothead reign unchallenged . . . dissent itself may be subject to degenerative diseases . . . destroy the corrupt institutions, they say, and man's native goodness will flower. There isn't anything in history or anthropology to confirm this thesis. . . ."

As you have seen, it is possible to use unreason and violence to bring down the house of reason—precisely because those who cherish wisdom and respect reason fear to rely upon reflexive and retaliatory violence. But at

the very last, even the most gentle and humane of men or institutions will rise against threat and coercion, because they know they cannot think, cannot reason, cannot be sensitive or imaginative where mob action is an accepted response. Both he who attacks and he who finally defends are coarsened beyond saving.

YOU will, by reason of the very difficulty of the problems you will face, be tempted to violence in one of its many forms. Perhaps the most subtle form such violence takes is a modern form of anti-intellectual know-nothingism. I think it is sometimes known as turning-off. Before a problem too hard, too sore, too ambiguous to be easily solved, one simply retreats—to drugs perhaps, to a cozy non-involvement in the world more probably, and to sterility finally. I am told that one student leader recently said that it is time to stop thinking and start feeling. He is desperately wrong. You must open the valves of your sensibility, but you must think, weigh, and devise with all the information you can get.

I am asking precisely the opposite of turning-off—your deep involvement in the affairs of our time. I am asking for it in its simplest political sense: your participation in party politics, even if you don't much like what you've seen. It won't get any better if you leave it to others, and if you stand aside, you won't have any right to anger if things go poorly. And I'm asking for your involvement in a more profound way: your acceptance of your obligation to think and work long and hard with all your hope and talent about how we may recapture control of our environment. A concern for the common weal must be the mark of your generation. You have said of your elders that their preachments bear little relation to their practices. In some measure this is true. And it will be true of you also unless you accept early an active responsibility for our society.

It may very well be that you will do this. One clue may lie in what you have been saying about our colleges and universities—which are the forms of organized society most immediate and obvious to you. By demanding that they be better, you have instinctively testified to what rhetorically lots of us have been saying for some time, namely that such institutions are becoming increasingly powerful, and increasingly capable of bringing about change in society. Since they are highly relevant institutions, you have asked that they reflect more fully in their daily operations the ideals they cherish.

YOU are right; they should. And they will. Like it or not, colleges and universities are agents of great power in our society, precisely because they can meet a number of society's central needs. Once you have power, you must exercise it; to do otherwise is irresponsible. To speak bluntly, most of us don't yet know quite how to handle the influence and power which are now ours. What we do *does* matter, matter as it hasn't in centuries, and this makes a lot of us nervous.

The renaissance of the university which I spoke of earlier will occur in fullness once we learn how to control and direct the power which the talents of university people have centered there. Traditionally, universities have maintained what they have regarded as a corporate neutrality, an objectivity which permits and encourages a diversity of view among all the people of the university community. We have believed, and rightly, that only under such conditions may the real contests of honest scholarship occur, and only there will honest and open teaching be found.

This was a relatively easy stance to maintain when universities were far from the center of power, of the action. They are not far from it now. Some have been coopted into little more than extensions of the government or of industry, largely as a result of the Second World War.

Now some are saying that the university must become absolutely politicized, serving as a direct and primary agent of those social changes which presently appear most pressing. One of the nastier results of this have been not-so-subtle threats upon faculty members whose researches go contrary to current social thought. McCarthyism could well return.

I agree with those who ask the university to rebuild the bases of its moral authority, and we must find ways to let our moral judgments be known in the land. We have never been neutral on moral questions: how else explain our defense of freedom of thought, of equality among men? These are moral issues.

But I fear those who in passion would draw the corporate life of the university into the political arena itself. I would not have the university politicized, either by a rough-handed minority or a frightened majority. If ever there was a time when the world needed more, not less, objective scholarship and open teaching, it is now.

I have no answer for us here, but I am convinced that we cannot any longer be reflexive and passive. We have too much power to permit that. I know that we must make of our universities exemplary institutions, places which will not tolerate racial prejudice because it is morally wrong, places from which comes leadership in the search for peace, and places where the worth of the individual is placed above the convenience of bureaucracy. But I know too that we will be exemplary, worthy of emulation, only as order and reason and trust prevail. We can fail to meet our new obligations quite as quickly by permitting dissent to become disruptive as we can by refusing the leadership now thrust upon us. Our rebirth will come when we have discovered means to exercise moral leadership while at the same time preserving the objectivity of our scholarship, and the reason of our debate.

That day is not far off, and you who graduate have in various ways made sure of it. Go now and see if you cannot have the same effect upon the rest of society, stirring it to moral passion for a humane environment, but leaving it respectful of fact and patient in the face of complexity.

Change On Campus

Change, in many forms and in differing dimensions, was at the center of the campus scene during the 1968-69 academic year.

Early in the autumn months of 1968, members of the board of trustees invited student leaders to a conference with members of the board, faculty and administration. Shortly after this first attempt at dialogue, President Watts announced the creation of a Campus Governance Committee, made up of four students, four faculty and four members of the administration. At about the same time, Dean of Student Affairs John Hayward reactivated the Student Affairs Committee to reassess student regulations.

The involvement of students in campus affairs was expanded to include undergraduate representatives on key committees of the three Colleges and on committees central to student activities. At its final meeting in May, the faculty approved the presence of students at its meetings—opening the balcony in the Vaughan Lit building to visitors and permitting officers of the new Association of Bucknell Students on the main floor. The student leaders will be permitted to make their views known on issues, and a representative from *The Bucknellian* will report on the faculty sessions.

The new A.B.S. replaces the former Student-Faculty Congress. The Association seeks to function primarily as a forum for student views and all students are members. A Student Congress of fourteen members will include five members-at-large, the four class presidents and five elected officers of A.B.S. Mel Hill '70 serves as president of the organization, approved at a campus referendum in April.

These were some of the changes. When a group of about 30 students demonstrated against recruiters from the armed services at the Placement Bureau, a set of guidelines was announced by Dean Hayward. These were clarified by a student-faculty committee, and the Dean, a student and a faculty member comprise a board which assesses if the "guidelines" have been infringed.

Student activism took an upturn in spring. A loosely knit student group, identifying itself as the "Coalition," submitted a list of requests to the President in early April. The group, estimated to number from 150 to 200 students, asked for reply to their proposals within 10 days (See May issue). The replies were given by the President and further debate appears to have been postponed until next year.

A final demonstration took place during the President's Review of R. O. T. C. Local members of Resist were allowed by Dean Hayward "to stand on the stadium field as an expression of protest." Some of the demonstrators, estimated at from 125 to 200, broke onto the field, did handsprings, carried a black flag, waved signs and marched through the R. O. T. C. ranks being reviewed. The group is composed of Bucknell students, some faculty members and students from other institutions. The grand finale to the demonstration was the burning of their draft cards by John Mahoney '69 and the brother of a Bucknell student.

Other changes occurred. After careful study and planning under leadership of the Associated Women Students, "no hours" rules were adopted for women students. Fraternities and sororities signed statements indicating that they practiced no discrimination in the selection of members. Black students on campus organized an Association of Black Students, and two courses in Black studies were introduced in the curriculum.

Concern through Action, formerly the Christian Association, organized an International Colloquy in March, and an array of speakers representing diverse views probed the causes and future of student unrest around the world. Among speakers on campus this year were Rep. Adam Clayton Powell, Reed Benson, national director of public relations for the John Birch Society, Sen. Strom Thurmond, Roy Innis of CORE, and Ralph Nader. Members of the Class of 1970 organized a student art show, and an innovative exhibition of student and faculty photography was accomplished under the leadership of David C. Fuess '69.

Early in the year, the faculty adopted an experimental January study program which will operate between semesters of the 1969-70 academic year. Students are free to study what they wish, but no credit is given.

In May, the faculty of the College of Liberal Arts voted to give each department the option of whether or not to require a comprehensive examination of its senior majors. And two new majors, in geography and in animal behavior, were added to the curriculum. In addition, grades were dropped for physical education courses and placed on a pass-fail basis.

The Committee on Governance announced its suggestions for a University Senate at an open forum in April. These will be debated next year, as will be a proposal by Dean John Hayward for the establishment of a Committee on Student Conduct.

These were some of the changes and some of the issues of the 1968-69 academic year, but they may serve as indices of changes yet to come in future years.

Concerning the Kingdom of Poland and its Beginning. Hand-colored woodcut, 15"x9". From the *Liber Chronicarum* or *Nuremberg Chronicle* of Hartman Schedel, published by Anton Koberger, Nuremberg, 1493.

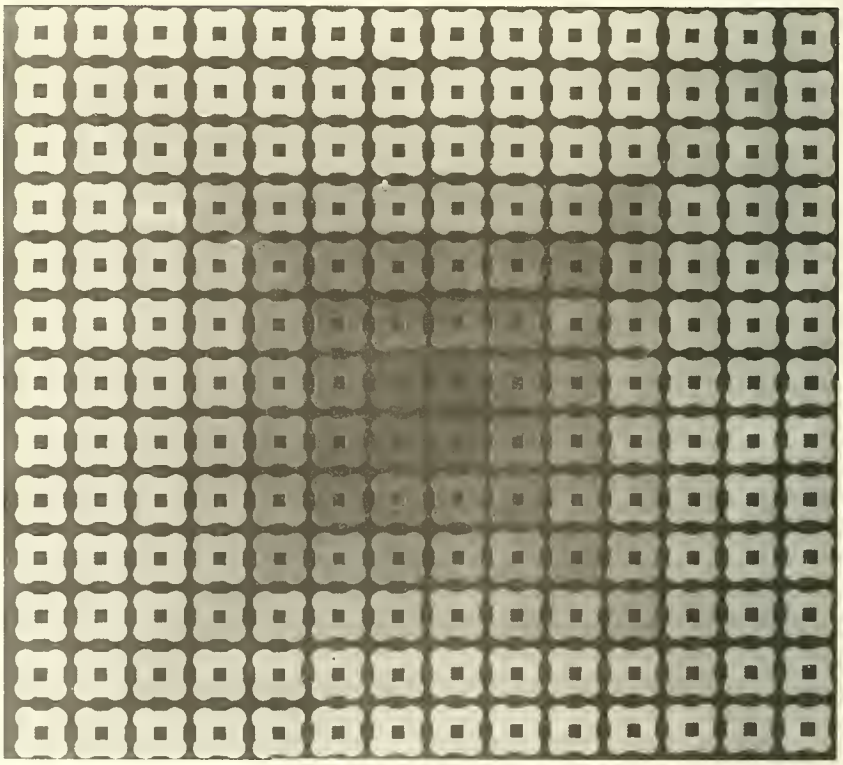
University Adds Prints To Permanent Collection

By Dr. James H. Turnure, *Chairman Department of Art*

A selection of recent acquisitions from Bucknell's permanent collection of art was displayed in the Ellen Clarke Bertrand Library during the month of April. The exhibition featured prints and drawings illustrating the wide variety of styles which developed from the fifteenth century to the present, as well as the great diversity of media available to these art forms: engraving, lithograph, etching, woodcut, serigraph or silk-screen, and drawing in a variety of techniques.

The earliest addition is a woodcut from the famous *Nuremberg Chronicle,* printed in 1493, the year in which Christopher Columbus returned to Europe from his first voyage to the New World. The Chronicle page, a mixture of naivete and sophistication, presents a representational view of nature which, nevertheless, seems to shift abruptly between the second and third dimension and which contrasts strikingly with Golifer and Wetton's *Composition 20,* of 1967. This contemporary serigraph is totally non-objective, suggesting nothing in nature, and blending Op-Art's experimental play of colors with Hard-Edge's crispness and simplification of form.

Exemplifying the great variety of twentieth-century



Susan Golifer and Phillip Wetton. *Composition 20.* Serigraph, 20"x20". British Contemporary.

ON OUR COVER

The original Ronald Searle lithograph on our cover is used through the courtesy of Ferdinand Roten Galleries, Baltimore, Md. Now a part of the University's permanent collection of art, the original print is a 20" x 26" color lithograph.

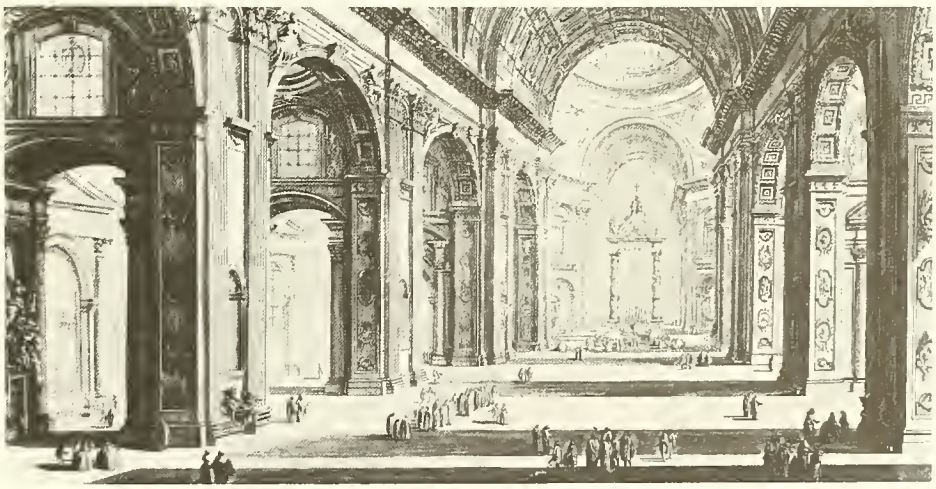
Christine McGinnis. *Fox Squirrel.* Etching, 6"x6". American Contemporary.

George Olson. *Tekir.* Charcoal and Wash Drawing, 21"x24". American Contemporary.

art, Christine McGinnis' small, charming, and naturalistic *Fox Squirrel* is here juxtaposed with Ronald Searle's witty, and not altogether naturalistic, *Rather Timid Wolf in Cat's Clothing.* (See front cover) McGinnis' squirrel is a quiet, pleasing image of curving lines; while Searle's wolf-cat is entirely tense, at once aggressive and timid, ready to explode or to retreat in haste.

George Olson's large drawing, *Tekir,* is matched in scale by Piranesi's view of St. Peter's Basilica. Both are architectural in conception, although otherwise representing different points of view. The Piranesi is classically ordered, a rational, clear presentation of what the eye would see in this situation, with only moderate exaggerations of scale and perspective; *Tekir* is active, intentionally disordered, and as expressive as Searle's lithograph, its sources as varied as Cubism and the fantastic later landscape sketches of Leonardo da Vinci.

In future years it is anticipated that Bucknell's growing permanent collections will be joined with the Kress Foundation's generous donation of Renaissance painting and sculpture to form the nucleus of a University Museum of Art. Such a facility would offer many advantages to Bucknellians, residents of central Pennsylvania, and visitors to the campus, as well as providing suitable housing for the gifts of art the University hopes to attract from its alumni and friends.



Giovanni Battista Piranesi. *Interior View of the Basilica of St. Peter in the Vatican.* Engraving, 20"x28". From the *Vedute di Roma,* 1748.

Class of '69 Gift

New officers and the results of the Senior Class Gift Program were announced by the Class of 1969 prior to the conclusion of classes for the academic year.

Newly elected class officers include Robert A. Smith, president; David C. Deardorff, vice president; Donna L. D. Karam, secretary; William W. Boesch, treasurer; Thomas H. Bentley III, class fund manager; and S. Jill Pfifer, reporter.

Mr. Deardorff, who served as chairman of the Senior Class Gift Program, announced that 420 members of the Class of 1969, or 72 percent of the seniors, had pledged $5,191 per year for the next ten years as a Tenth Reunion Gift to the University. The Investment Committee, headed by Richard Koch, voted to invest the monies in mutual funds, half in Invest and half in Enterprize Funds. At the Tenth Reunion, all contributions plus the capital gains will be presented to Bucknell.

The Class of 1968 initiated a program last year to enable their class to make a gift of $50,000 or more at their Tenth Reunion. Some 392 class members, or 67 percent of the class, pledged $3,972 per year to the ten-year program. The Class of 1969 decided to continue with this plan in the hope that it will become an established tradition at Bucknell.

Significantly the Class of 1970 has already selected its chairman for the Senior Class Reunion Gift, Scott G. Nichols, so that they too may provide a substantial contribution for the continued improvement of Bucknell's outstanding educational program.

The Honorable Charles W. Kalp '29, at left, president judge of Union and Snyder County Courts and longtime friend of the family of Mrs. Sarah Merriman Shorkley '95, presents $2,800 check to President Charles H. Watts. The gift from the estate of Mrs. Shorkley is a memorial to her brother, Samuel Sears Merriman, composer of "Dear Bucknell." Mr. Merriman, a member of the Class of 1886, wrote the alma mater at the request of the Class of 1897 whose members planned to publish a Bucknell songbook. He died in 1932. Mrs. Shorkley, who died in February at the age of 94, attended all four divisions of the University as it was constituted in the 19th century—the Female Institute, the Academy, the School of Music, and the College. She was later graduated from the School of Nursing, Hahnemann Medical College and Hospital, Philadelphia, and served for a number of years as head nurse at that hospital.

Seek Alumni Assist

More than 40 foreign students will be enrolled for classes at Bucknell in 1969-70, and plans are being laid to assure that each visitor to the U. S. has an opportunity to spend some time with an American family. Interested Alumni are asked to join in this effort.

Host families are asked to meet the student upon arrival in the community, provide sleeping quarters if necessary and help with questions and needs. Since many of the students have no place to spend holidays, interested families not living in the Lewisburg area could open their homes during Thanksgiving, Christmas or spring vacation periods.

For additional information on the host family plan, please contact Mrs. Thomas Warner, 26 South Water Street, Lewisburg, Pa. 17837. Families are requested to include their telephone numbers, and types of hospitality offered: host family, holiday or occasional visitations.

Fraternity Project

Members of four fraternity chapters gave a big assist to a regional recreational project in late April. Brothers of Tau Kappa Epsilon, Sigma Phi Epsilon, Kappa Delta Rho, and Delta Upsilon participated in a joint Public Service Project. They cleared debris from future park sites of the Fabridam project and planted trees to enhance the beauty of these sites.

There were 175 participants in the Public Service Project which was organized by Tau Kappa Epsilon. The project was conducted from 9

a. m. to 5 p. m., and each participant contributed four hours. The project encompassed sites in both Northumberland and Sunbury.

The Fabridam, an inflatable dam, is the largest of its kind in the world and is located south of Sunbury. The dam itself has been completed, but there are numerous recreational facilities which remain to be completed before the Fabridam lake is opened.

The lake will provide a wide spectrum of recreational possibilities and is expected to be a lucrative tourist attraction for the Susquehanna area.

The fraternities contributed 700 man hours, which facilitated the completion of the Fabridam project.

Tau Kappa Epsilon organized the project with the intention of bettering both community and interfraternity relations. Mr. Rolland Berger, chairman of the Susquehanna Economic Development Association, suggested the Fabridam project and has worked closely with the four houses.

Off-Campus Study

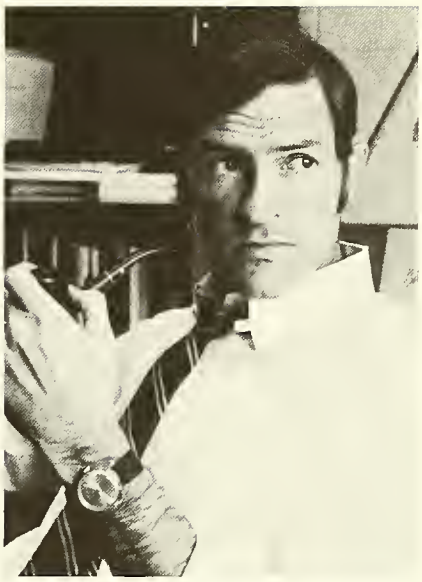
At least three projects abroad-in Italy, Russia, and France—are being organized under the January Studies Program, beginning with the 1969-70 college year.

A project involving Roman visual arts from ancient to contemporary times is tentatively scheduled and will be supervised in Rome by Dr. F. David Martin, professor of philosophy.

The tour is designed for those interested in the history and aesthetics of Roman art and is open to Bucknell alumni and the public as well as to undergraduates. Dr. Martin said the flight will leave New York City on January 2 and return January 30. Alumni may contact Dr. Martin for further details.

A 21-day tour of the Soviet Union focusing on Russian culture and highlighted by a visit to the famous Moscow Winter Festival, is the January project set up by the department of Russian.

Dr. Robert E. Beard, director of Russian studies, said the project will include a study of religious, classical and folk art and literature, and visits to museums in Moscow, Leningrad and Novgorod. Evenings will be spent at the Bolshoi and Kirov operas, at classical and folk music concerts, and at student night life centers.



The Class of 1969 honored Dr. John D. Kirkland, Jr., in dedicating to him their edition of L'Agenda. A specialist in 19th century European intellectual history, Dr. Kirkland joined the Bucknell faculty in 1965 as an assistant professor. A Woodrow Wilson Fellow in 1961-62, he received his Ph.D. degree from Duke University. Dr. Kirkland also serves as director of the Institute for the Study of Human Values.

The French department has announced a January project in Paris. Dr. Allan W. Grundstrom, director of the French program, said the January program will comprise a study of the plays and films then showing in Paris, and visits to museums and places of cultural interest in and around the city. Those students planning to go to France to carry out individual projects are welcome to accompany the group overseas, Dr. Grundstrom said.

The department of geology and geography has announced three field trips and an on-campus seminar as part of their January studies program.

"Man and His Environment" is the title of the seminar to be conducted by Dr. Richard P. Nickelsen, professor and chairman of the department, and Dr. Dennis Marchand, assistant professor.

Dr. Edward Cotter, assistant professor, plans a field trip to Georgia and Florida to study recent sediments in beaches, bays, and reefs. One week of the trip will be held in cooperation with the Marine Institute of the University of Georgia.

A field trip to North Africa and the Sahara is planned by Dr. Richard Peterec, associate professor. This tour will stress the economic, cultural and political landscapes and will include about one week each in Tunisia, Morrocco and Algeria.

Dr. John Allen, associate professor, will offer a study of volcanic structures and the land forms created by volcanoes in a two-week study tour of Hawaii. Opportunities to study urban and regional planning on the Island of Oahu will also be available.

Alumni may contact individual faculty members if they wish additional information on the programs.

Phi Beta Kappa

Four Alumni and a member of the University faculty, Dr. F. David Martin, professor of philosophy, have been elected to the Bucknell Chapter of Phi Beta Kappa. The new members were saluted for their personal and academic achievements.

Alumni members include Dr. James R. Frith '39, dean of the School of Language Studies, Foreign Service Institute, Washington, D. C.; Elwood L. Foltz '37, M.D., associate director, Medical Research, Merck, Sharpe and Dohme, Rahway, N. J.; Dr. Edward Hartmann '37, professor of history at Suffolk University, Boston, Mass.; and David L. Hurwitz '47, a practicing attorney since 1954 in New York City, president of the Algonquin Press, and leader in civic affairs.

Prof. Douglas K. Candland, president of the local chapter, also announced election of 36 new undergraduate members to Phi Beta Kappa, national scholastics honorary.

The senior members include Richard Abrams, Robert Cheeks Jr., Barbara Cloyd, Lynn Comee, Glenn Diegnan, Virginia Dix, William Emmitt, Jean Horky, John Houtz, Barbara Hubler, Peter Johansson and Jeffrey Keiter.

Also Lisa La Morte, Carol Lark, Robert Martuza, Henry Peck, Ned Polan, Linda Potter, Jeff Press, Alan Pribula, Ellen Rounsaville, John

Salzer, Barbara Schoeneck, William Shanks, Jane Stanton, and Jerald Winakur.

Other senior members are Ann York, Chris Schell, Patricia Smith, Jay Wiggins, Robert Bouchard, Karen Fichter, Janette Girvin, and Lawrence Mills.

The four juniors to be initiated are Roberta Fish, Peter Durfee, Susan Hamilton and Susan Gray.

Grants to Chemistry

Four new grants to the department of chemistry, amounting to $18,000, will go to support the department's combined B.S.-M.S. program, Dr. Lester Kieft, professor and chairman of the department, said.

Gifts of $5,000 each were received from Merck and Company Foundation, the Dreyfus Foundation, and E. I. DuPont de Nemours and Company. In addition Gulf Oil Corporation contributed $3,000. In each case the money was given as part of the organization's aid to education program.

Under the combined degree program the superior chemistry student is able to earn both the bachelor's and master's degrees in science in four years. This is accomplished by taking some graduate courses in the junior and senior years and by attending three summer sessions of research-oriented special study.

Twelve students—six sophomores, five juniors and one senior—will study under the combined degree program during the coming summer.

Dr. Kieft said that in addition to the funds for the bachelor-master program, the chemistry department has received a $12,000 National Science Foundation grant for a six-week summer institute to assist 32 high school boys and girls who show exceptional ability in science. The institute is in session from June 30 to August 8 and work in biology and chemistry will be offered.

Cite Dean Eckberg

Dean Herbert F. Eckberg, School of Engineering has been named recipient of the Burma-Bucknell Bowl for 1969.

Dean Herbert F. Eckberg

A gift to the University in 1958 from President and Mrs. V. Win Maung, the Bowl is presented each year to an individual or group "in recognition of significant contributions to intercultural brotherhood and international understanding."

Dean Eckberg was recognized primarily for his efforts in conceiving, establishing and directing, for the past six years, a cooperative program with the Catholic University of Cordoba, Argentina. The program was designed to develop the engineering faculty and services of the Argentina institution.

A veteran of 33 years service in the U. S. Navy and a graduate of the U. S. Naval Academy, Dean Eckberg joined the Bucknell faculty in 1956 as professor of mechanical engineering. He most recently was named to serve on the International Engineering Education Committee of the American Society of Engineering Education.

Pre-College Program

Ten students who will be entering the University in September with the Class of 1973 will be involved in a special pre-college program this summer. They are among 25 participants in the Summer Transition Program for Differently Prepared Students sponsored by Bucknell, Dickinson College and Gettysburg College.

The six-week college preparatory program began June 22 at Dickinson, and is for "those students who by virtue of secondary school training and a combination of economic and social deprivation have not been able to develop the education skills equal to their academic potential."

Dr. Richard V. Wagner, assistant professor of psychology at Bucknell and a member of the ten-man advisory board for the program, indicated that "it is being offered as a concrete response to meet the educational needs of those students in order to increase the probability of their successful academic performance." All of the students taking part in the program will be entering one of the three colleges as freshmen next fall.

"The central objective of the program," Dr. Wagner indicated, "is to develop the basic academic skills to a level that will warrant a sense of confidence when the student matriculates in the fall semester." This will be done by focusing on three basic skills — communication, examination techniques, and study methods.

Members of the advisory board, in addition to Dr. Wagner, include Richard C. Skelton '60, associate director of admissions here, and Carlton S. Mitchell '72.

Space Study

Dr. James N. Zaiser, assistant professor of mechanical engineering, has been selected for the second consecutive year to participate in the Summer Faculty Fellowship program sponsored by the National Aeronautics & Space Administration and the American Society for Engineering Education.

Dr. Zaiser will study at the Marshall Space Flight Center in Huntsville, Alabama for a ten-week period beginning June 9 in a program with the University of Alabama and Auburn University.

Recipient of bachelor's, master's, and Ph.D. degrees in mechanical engineering from the University of Delaware, Dr. Zaiser has been a member of the faculty since September 1965.

The World of Sports

By DAVID P. WOHLHUETER
Sports Information Director

Two Bucknell alumni, Tommy Thompson '60 and Hank Peters '39, were among the Bison coaches to lead teams to MAC championships this year. Pictured from left to right are Thompson—baseball, Peters—tennis, Dick Russell—swimming and Sid Jamieson—lacrosse.

Honor Seniors

Bucknell University honored its senior athletes on Tuesday, May 20 at its Annual Senior All-Sports Banquet. Four seniors came away with the top honors, headed by basketball and lacrosse co-captain Ed Farver of Middletown, N. J.

Farver was the recipient of the Bison Club Award given to the "athlete who best exemplifies the 'winning spirit' of Bucknell University." He was also presented with the Albert E. Humphreys Award as "the outstanding multiple sport athlete." Farver, a three-year basketball letterman and a third team Little All-American in lacrosse last year, won first team honors this season and was named on the Penn-Del. Lacrosse Association first team for the second straight year.

Football captain Sam Havrilak of Monessen, Pa. was named the winner of the Christy Mathewson Award, which goes to "the outstanding senior athlete." Havrilak, a quarterback, broke game, season and career total offense records at Bucknell and was the only person to ever win the Middle Atlantic Conference most valuable player award for two straight seasons. He has signed a professional contract with the Baltimore Colts.

The E. W. Pangburn Award for "sportsmanship, fellowship and contribution to the Bucknell University athletic program" was given to basketball co-captain Craig Greenwood of Wayne, Pa. Greenwood ranks eighth on the Bison all-time scoring list and second in the rebounding department.

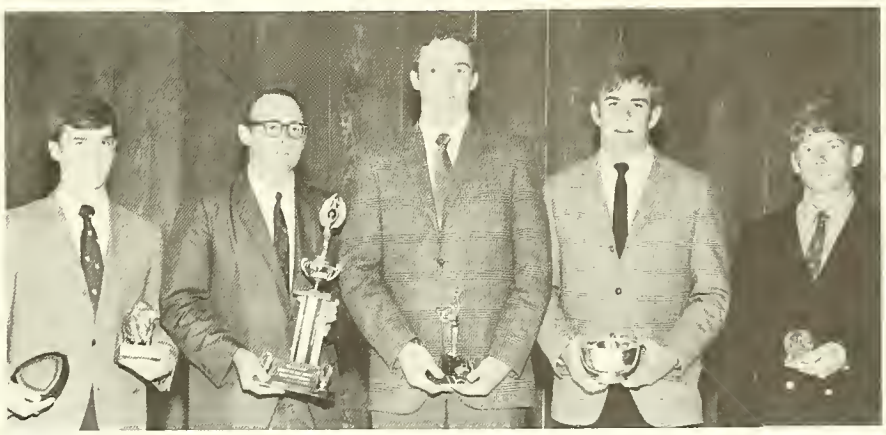
Golf co-captain Bob Cheek of Pittsburgh won the E. C. A. C. Medallion given to "the student at each member school who has achieved an outstanding record in the classroom and in athletics." Cheek played at number one for the Orange and Blue and was 10-4 this season. An economics major, he has been named to the Dean's List for every semester and plans to attend Harvard Business School.

The Bucknellian, the school newspaper, presented its second annual "Coach of the Year" award to baseball mentor, Tommy Thompson. Thompson's baseball nine is presently 15-4 with a 12-game winning streak and has won the Middle Atlantic Conference University Division championship. The Bison nine broke three records this season by winning 15 games, by winning 12 in a row and by shutting out the opposition on five occasions. The old records were 11 victories in one season, seven wins in a row, and three shutouts.

Sixty seniors who had participated in a varsity sport for three years were presented with school rings during the banquet ceremonies. Approximately 90 persons attended the affair.

Tennis Champs

Coach Hank Peters '39 and Company strolled through the MAC tennis schedule like it was a "cakewalk" to capture Bucknell's first Middle Atlantic Conference championship. The Bisons took the Northern Division with a 7-0 record and then defeated



Sixty seniors were honored with school rings by the Bison Club at the Annual Senior All-Sports Banquet. Those individuals receiving special accolades were (left to right) Ed Farver, the Albert E. Humphreys Award and the Bison Club Award; Coach Tommy Thompson, The Bucknellian Coach of the Year; Craig Greenwood, the E. W. Pangburn Award; Sam Havrilak, Christy Mathewson Award; and Bob Cheek, E. C. A. C. Medallion.

Southern Division winner Swarthmore, 6-3, for the overall crown.

Highlight of the championship match was the number two singles battle between the visitors' Dean Roemmich and the Bisons' Mark Poses, Rye, N. Y. Poses won the first set, 6-3, dropped the second, 6-4, and finally took the third set, 12-10, in a gruelling three-hour affair. Coach Peters called the win "the greatest thrill of my life."

For the season, the Bisons were 11-2, losing only to Colgate and Penn State. Number four singles player Alex Anderson, Sands Point, N. Y. sophomore, had the best record with a 12-1 mark. Senior Sam Ross (No. 5), Lawrence, N. Y., and junior Dave Rath (No. 6), Convent Station, N. J., chalked up 11-1 slates. All three were undefeated in MAC competition.

The new co-captains for next year, Poses and Wheeler Neff (No. 1), Wilmington, Del., posted 10-3 and 9-3 records, respectively. Captain Dave Gordon (No. 3), Mt. Vernon, N. Y., was 6-6. Coach Peters' netmen, in both singles and doubles, won 83 matches and lost only 32. The team loses only two seniors from the top six players and it is expected to be fortified by an unbeaten freshman team (5-0).

Top Track Season

The varsity track team was not to be outdistanced by the rest of the spring sports and it finished with a 6-3 slate, the best record since 1966. Two of the finest victories were a win over Lehigh for the first time ever, and a thrilling triumph over previously unbeaten Susquehanna.

Coach Craig Reynolds felt that this year's team came a long way, especially with the majority of the squad consisting of sophomores and juniors. Four individual records and two relay team best marks were smashed. Co-captain Evan Davis, Conshohocken, was the only senior involved in the record setting as he and junior Steve Turner, Kane, did 13′ 2″ in the pole vault, an inch better than Turner's previous record.

Junior Joe Cost of Waverly, N. Y., one of next year's co-captains, broke a 37-year old Bucknell record in the 440-yard dash of 49.8 by doing 49.7 against Susquehanna. The other 1970 co-captain, Gary Metzger of Cogan Station, shattered his own one-year old record of 1:58.1 in the 880-yard run by doing 1:57.1 against Delaware, and then lowering the time to 1:55.6 in an invitational meet at Penn State.

1969 BISON TRACK TEAM

Kneeling—Dick Wood, Steve Turner, Stu Cherney, Marc Rosenberg, Jim Eley, Evan Davis, Chet Smith, Danny Linkhorn, Dave Sholl. Middle—Asst. Coach Dick Russell, Jeff Stadel, Joe Cost, John Gorrell, Steve Dautel, Dennis Ebersole, Bob Sholl, George Frey, Ron Aung Din, Paul Gilewicz, Ron Billings, Coach Craig Reynolds. Back Row—Phil Porterfield, Howie Gardner, Nersi Ramazan-Nia, Doug Heath, Bob Simons, Bob Oberst, Gary Metzger, Tarras Onischenko, Bob Rohrbaugh, George Garbutt.

Junior Dick Wood of Succasunna, N. J. broke the triple jump record twice by leaping 44′ 4″ and then 45′ 9½″. The best mark until this year was 43′ 1¼″.

The Bucknell mile relay record of 3:27.6 was broken by a quartet of Paul Gilewicz of Erie, Jim Eley of Pompton Plains, N. J., Cost and Metzger with a time of 3:24.7. The 440-yard relay best mark of 44.8 was lowered to 43.1 by Marc Rosenberg of Westwood, N. J., Stu Cherney of Mt. Vernon, N. Y., Gilewicz and Cost.

Best In Baseball

Randy Ruger, of Baltimore, Md., topped Middle Atlantic Conference champion Bucknell in just about every hitting category as Coach Tommy Thompson's Bisons finished the season with a 15-4 record, the finest mark since the Herd was 11-5 in 1950. It was the first winning season for Bucknell since 1954.

Ruger, a left-hander all the way, hit .494 on 38 hits in 77 times at bat. The 5-10, 180-pound junior scored 27 runs and knocked in 27 more. He led the team in total bases with 68, triples with five, home runs with six and stolen bases with nine. Selected on the MAC all-star team, Ruger set new League marks for most hits in one season, most runs in one season, most total bases in one game and one season, and most runs batted in for one season.

Sophomore Catcher Chris Riley, Millville, N. J., was second in batting with a .448 mark. The 6-1, 190-pound left-handed hitter collected 26 hits in 58 times at the plate. Shortstop Vic Cegles, Niagara Falls, N. Y., junior and a first team MAC selection, was third in hitting with a .429 average. The 5-11, 170-pound right-hander topped the team in doubles with eight.

Second Baseman Bill Welaj, Bound Brook, N. J., one of the two seniors in the starting lineup, was the only other regular over .300 with a .329 mark. Sophomore Centerfielder Gene Luccarelli, Ridgefield, N. J., received the most bases on balls with 16 in 18 games.

The Bisons batted .313 as a team on 200 hits in 639 times at bat. They scored 140 runs to the oppositions' 66. Records were broken as the Orange and Blue smashed the most victories in one season mark of 11 by getting 15, and by winning the last 13 straight, breaking the old standard of seven established in 1938.

Thompson, a former hurler in the

Detroit chain, also taught his pitchers very well. They established a new mark for most shutouts in one season with five, breaking the old record of three. Junior Right-hander Ward Stewart, Succasunna, N. J., won seven and lost one, and had an earned run average of 2.35. Sophomore Left-hander Tony Zidansek, Irwin, Pa., had a record of 5-1 and an ERA of 3.12. In his first start, the 6-2, 195-pounder struckout 16 against LaSalle to tie a MAC record. He was also a MAC first team selection. Cegles also took his turn on the mound with a 2-2 record and an ERA of 3.12. Senior Right-hander Jim Carson, New Kensington, Pa., was 1-0 with a 4.50 ERA. Bison pitchers struckout 120 opponents while giving up only 49 walks.

Bucknell committed only 33 errors in 734 chances for a fielding percentage of .955. Ruger and Cegles were named co-captains of next year's squad.

The Bisons were offered an invitation to the NCAA District 2 playoffs, but were not allowed to participate because of final examinations.

Little All-Americans

Co-captains Ed Farver of Middletown, N. J. and Jim McKee of Timonium, Md. received the highest honors a lacrosse player can achieve when they were named to the Little All-America team. Farver was a first team selection and McKee was named to the second squad. The pair of senior midfielders were also named to the Pennsylvania-Delaware Lacrosse Association first team and on the top 10 of the Middle Atlantic Conference All-Star team. Farver was also selected as the most valuable player in both the Penn-Del and the MAC.

Coach Sid Jamieson's stickmen finished the season with a 10-1 record overall. In the MAC, they were 7-0 and won the championship for the first time in only two years as a varsity team. Bucknell scored 135 goals to the oppositions' 47.

The top scorer on the team was junior attack Jim Morris, New York City. Morris, also a first team MAC selection, tallied 17 goals and 24 assists for 41 points, breaking McKee's record of 30 points set last year. Second in scoring was another first team MAC pick, Lou Kissling, Plandome, N. Y. The sophomore attack topped the squad in goals with 28 and added seven assists for 35 markers.

Farver was third in scoring with 22 goals and 12 assists for 34 points. Senior Jack Eckmann, Virginia, Minn., led the team in assists with 20 to go with his 12 goals for 32 points. McKee, last year's top scorer, tallied 23 goals and four assists for 27 points.

Senior defenseman John Gazley, Rochester, N. Y., was named to the MAC second team as was senior goalie Jim Reese, Norwalk, Conn. Coach Jamieson considered Gazley one of the finest defensemen in the East and always assigned him the oppositions' top scorer. Reese made 85 saves in 11 games.

On the Greens

It was one of those seasons when victory was within reach, but was yet so far away. The Bisons did win eight of 14 matches, but three of the six losses were by one point, and on extra holes. Coach Brad Tufts' men finished strong, winning their last six out of seven matches.

Tufts felt that the highlights of the season were a 4-3 victory over Colgate at Hamilton, and placing second in the Indiana (Pa.) State Invitational tournament. At Indiana, the Bisons were only four strokes off the pace of winning Penn State, and they finished ahead of West Virginia and Pitt, two teams who had beaten the Herd earlier in the season. Junior Ken Solar, Glen Rock, N. J., won individual honors with a 73 after beating Pitt's Mike McGuire on the 19th hole in sudden death.

Co-Captain Bob Cheek, Pittsburgh, played number one man and came through with an outstanding 10-4 record. Number five player Steve Huston, Huntingdon junior, was also 10-4. Senior Al Edwards, Saegertown, who played mostly at five and six was 9-5, while junior Doc Riemer, Barrington, R. I., was 7-7 in the middle of the lineup.

In their final home match of the season, the Bisons set a new Bucknell Golf Course record of 442—lowest score of any collegiate team since the course has been 18 holes. The previous Bucknell low was 453 against Scranton in 1966, and the lowest visiting team score was 445 by Rutgers earlier in the year.

The Baby Bisons should give the varsity plenty of help next year as they were 3-0 for the season.

1969 BUCKNELL VARSITY GOLF TEAM

Front Row—Co-captain Bob Gray, Co-captain Bob Cheek, Al Edwards. Back Row—Lee Shane, Ken Solar, Steve Huston, Doc Riemer, Bob Lucke, Coach Brad Tufts.

This issue of THE SQUIRL landed on campus in time for the 1947 Homecoming events.

Woodpeckers, Squirls, and Other Campus Creatures

By JOHN F. ZELLER III '41
Vice President, Business and Finance

A native of Lewisburg, Vice President Zeller received B.A. and M.A. degrees from Bucknell and an LL.B. degree from the School of Law, University of Pennsylvania. A veteran of World War II and of the Korean Conflict, he joined the Bucknell faculty in 1950 and has served as vice president of the University since 1958.

". . . It is the campus humor and literary magazines which give us the most interesting picture of college life—not the most flattering necessarily, nor the most accurate . . . ."

John F. Zeller III, '41

AS a young fellow who graduated in the class of '41, I hope all will understand that the following comments about Bucknell's ancient history come secondhand or by way of a little research in the University Archives. Nevertheless, although I graduated from Bucknell only a little less than 30 years ago, my memory of Bucknell goes back to the days when, as a small boy, I played cowboy and Indians with faculty children in the grove across from the President's house, rode proudly in the front seat of the family's first automobile while Dad took some Bucknell freshmen to one of the freshman picnics (which the Chamber of Commerce held for the freshman class in those days at Wolfland), or ran behind the Bucknell band on brisk fall evenings for a pep rally before the big game. I scrambled for pennies with other Lewisburg kids at the gridgraph in old Tustin Gym, or sat with my feet hanging over the edge of the old running track to post the basketball score by putting on and taking off the numerals which hung on rusty nails above the heads of the spectators. I sold the "Commencement News" at the band concerts on Loomis Field, onto which everyone drove in their touring cars (with the tops down) to enjoy an early evening Commencement tradition. I peeked in the windows of fraternity houses on House Party Weekend. I roller-skated on the walks in the women's quad in the days when the girls had to walk across Sixth Street and sit on the curb to smoke. Because Carl Snavely's son and I were buddies, I sat on the Bucknell bench when Clark Hinkle was rolling to fame as a Bucknell football great.

Much of this goes back beyond memories of a majority of Alumni, but there are many Bucknellians whose memories go back farther than mine. For those who are younger and whose memories are shorter, perhaps I can paint an accurate, albeit nostalgic, picture of the Bucknell that used to be. Perhaps I should add one little word of footnote. I do not really think that the Bucknell that used to be is better than the Bucknell of today. Quite the contrary. Many of the things we look back upon with nostalgia are happily absent from today's college scene.

I have entitled this little essay "Woodpeckers, Squirls, and Other Campus Creatures." Some of you will recognize in this title the names of several campus magazines. I begin with them, because it is easy to go to the library and look back through the files of campus literary and humor magazines—easier than looking through the files of the "Bucknellian"—and let the magazines ignite memories of so many things now forgotten in the folklore of the college campus of a quarter century or more ago.

I have heard a great deal about "The Woodpecker." It, I hasten to add, was before my time! I had heard that it was published anonymously and that it was one of those curious little publications that appeared only occasionally but managed to set the campus on its ear each time it appeared. Today we would call it an underground newspaper and it would be "in"! So I decided to start with it.

IN trying to find the library's file, I came across a chronology of campus publications which I found to be very interesting. For example, the first student publication, a literary magazine entitled "The College Herald," apparently began appearing in 1870. Then there was a 20-issue publication between 1880 and 1881 of "The Bachelor's Digest." This was matched on the distaff side by "The Bucknell Women's Journal," published 25 years later, between 1915 and 1918, but which gave up its femininity and became just "The Bucknell Journal" with Volume three, Number two.

The "Commencement News" apparently predates any other campus newspaper and began publication in 1887, continuing until sometime in the 1930's. It was pub-

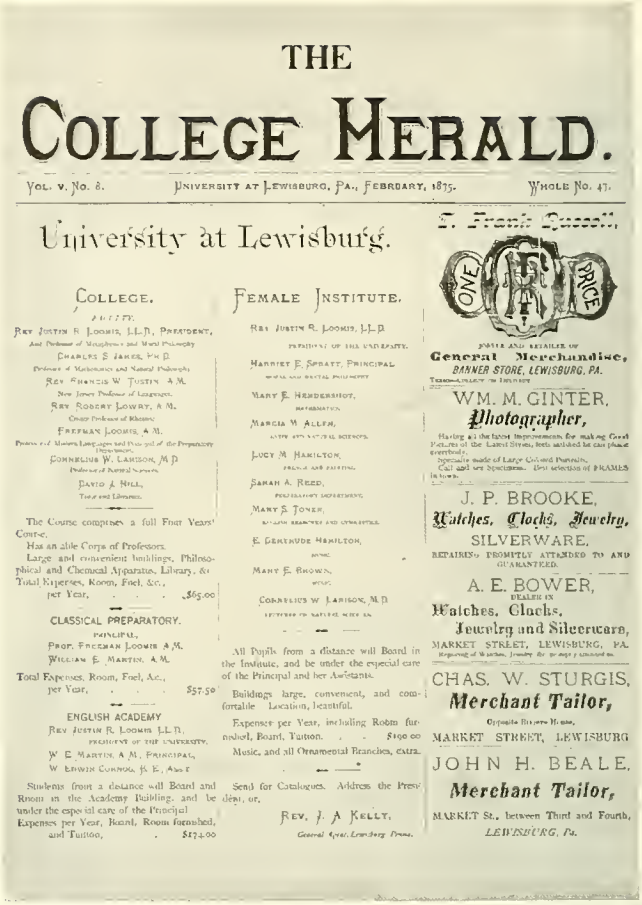
lished for about a half century during the three-day June Commencement season. At first there were three issues each year during the time when Commencement activities lasted a whole week, and eventually, just one issue annually. In later years it was published by the staff of the "Bucknellian" and was hawked on the streets by newsboys like myself who made a good thing out of it by earning money for ice cream cones and competing for prizes.

L'Agenda began publication in 1888 and continued until 1935 as a publication of the Junior Class. Since 1937, it has been published by the Senior Class. It furnishes our longest continuous record of Bucknell activities.

The weekly newspaper began in March, 1897, as "The Orange and Blue." The name was changed to "The Bucknellian" with volume 19 on November 8, 1915.

"The Woodpecker" began in 1907 and seems to have had a somewhat haphazard publication until 1918. Its closest successor was "The Bellehop," a humorous magazine which lasted for eleven years between 1923 and 1934, and "The Applecart" which came along between 1935 and 1936, "Antic" which existed for only one or two issues in 1940, "The Squirl" which existed between 1947 and 1949, a one issue "unofficial publication of the students of Bucknell" called the "Examiner," which appeared in 1948, and then "Etc." which was edited one year by Phil Roth, and "Touche," which began to appear in 1952 and which now is replaced by "Tristram."

Incidentally, the "Alumni Monthly" began in 1914, but changed its name to the "Bucknell Alumnus" in 1948. In addition to all these, of course, we have had "The Bucknell Engineer," which has published from 1950 to the present time.



THE

COLLEGE HERALD.

Vol. v. No. 8. University at Lewisburg, Pa., February, 1875. Whole No. 47.

University at Lewisburg.

College.

Faculty:

Rev. Justin R. Loomis, LL.D., President, And Professor of Metaphysics and Moral Philosophy

Charles S. Baker, Ph.D.

Professor of Mathematics and Natural Philosophy

Rev. Francis W. Justin, A.M.

New Jersey Professor of Languages.

Rev. Robert Lowry, A.M.

Crozer Professor of Rhetoric

Freeman Loomis, A.M.

Professor of Modern Languages and Principal of the Preparatory Department.

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Students from a distance will Board and Room in the Academy Building, and be under the especial care of the Principal

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President of the University.

Harriet E. Spratt, Principal

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Marcia M. Allen,

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Lucy M. Hamilton,

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Sarah A. Reed,

Preparatory Department.

Mary S. Jones,

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Chas. W. Sturgis,

Merchant Tailor,

Opposite Bucknell House,

Market Street, Lewisburg

John H. Beale,

Merchant Tailor,

Market St., between Third and Fourth,

Lewisburg, Pa.

The February, 1875 issue of THE COLLEGE HERALD.

BUT it is the campus humor and literary magazines which give us the most interesting picture of college life—not the most flattering necessarily, nor the most accurate. Certainly no one could read "The Woodpecker" without getting a picture of the Bucknell of the early 20th Century which is quite different from the Bucknell pictured in the University catalogue.

During its 11-year life span, the "Woodpecker" apparently had at least two different mottoes. The first was "It Knocks But Saves The Tree." The second appears in the library file under date of March, 1914, when it seems to have been changed to "Squeeze the Lemon, Let the Juice Squirt Where It Will!" In any event, the name of the publication was the same. Mixing metaphors it was a kind of "Damn the Torpedoes, Full Speed Ahead, Let the Chips Fall Where They May!" sort of thing, and since the editors were anonymous, there seems to have been no fear of censorship, of being thrown out of school, or indeed of being held responsible under the libel laws!

A few examples may serve to make the point. First, two sentences from the declaration of intent in the initial issue of May 24th, 1907, entitled "Our License to Live":

[1] "We present to you, reader, not a masterpiece of literature approved by the English Department, not a periodical which bears the 'O. K.' of the censor's office but a line of talk generally indulged in by those who have the University at heart and long for it to become a queen, not a drone in the hive of Universities . . ." [2] "If this issue will make a few go home talking to themselves, we will feel amply rewarded, the next issue may loosen up a few more and when everyone gets their 'bun' to working the best is sure to come, for thinking never did any institution harm."

That the editors of "The Woodpecker" had no fear of campus heroes could be judged from their attack in the first issue on the lettermen of the baseball team whose efforts on Loomis Field were described as "farce comedy effects dignified by the name of daily practice" but "better fitted for amusing freshmen."

That the editors had a certain sense of humor was to be found in their comments concerning class memorials. It seems that the class of 1907 had determined to give the college a clock to be placed on the top of West College (now Kress Hall). "The Woodpecker's" comment: "Most of the student body believe that the clock will get so lonely for the sight of a human face, that it will strike!" Apparently the "Woodpecker" was afraid that the clock would be visible only to the surrounding farmers—who were a little closer to the campus in 1907 than they are today.

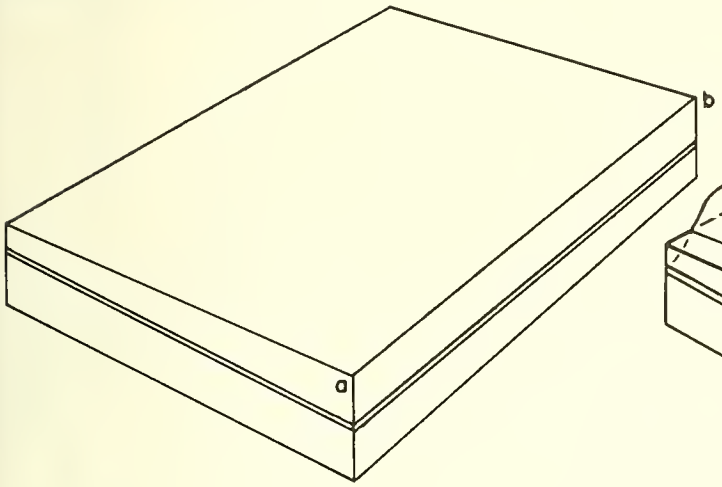
(Continued on Page 20)

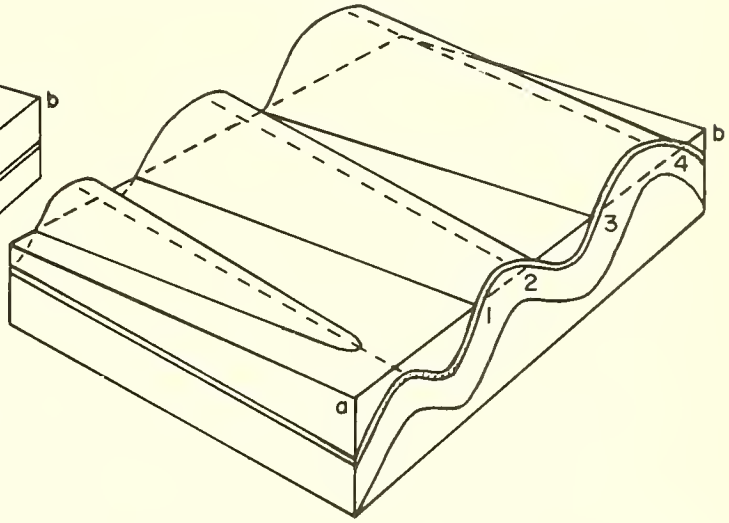
The Geological View From The Hill

By Dr. Richard P. Nickelsen
Chairman, Dept. of Geology and Geography

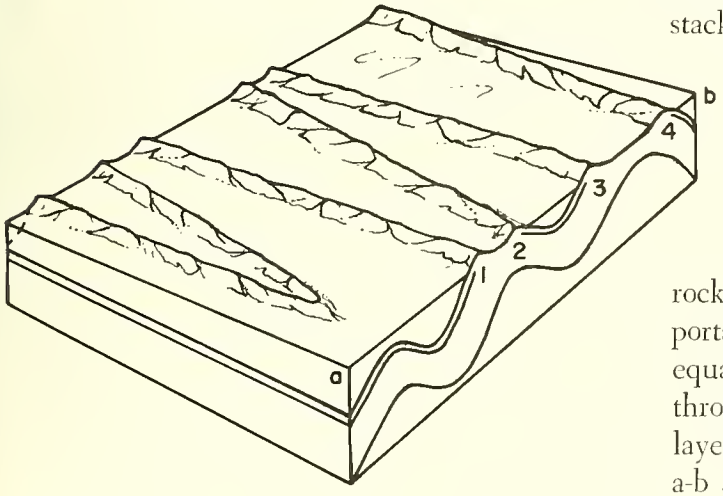
Thousands of Bucknellians, at one time or another during their four years in Lewisburg, have looked northwest from the "hill" at the view of the Buffalo Valley and its mountain backdrop, but how many have comprehended the geological origin and significance of the scene? Surely one of the finest in the Appalachians, this view epitomizes the Valley and Ridge topography that extends from the Catskills to Alabama, passing Lewisburg on the way.

Our Bucknell piece of Valley and Ridge topography originated in three major steps spanning 500 million years of earth history. First, marine sediments were deposited horizontally;





then they were compressed into folds akin to a stack of wrinkled carpets. Finally, the upturned

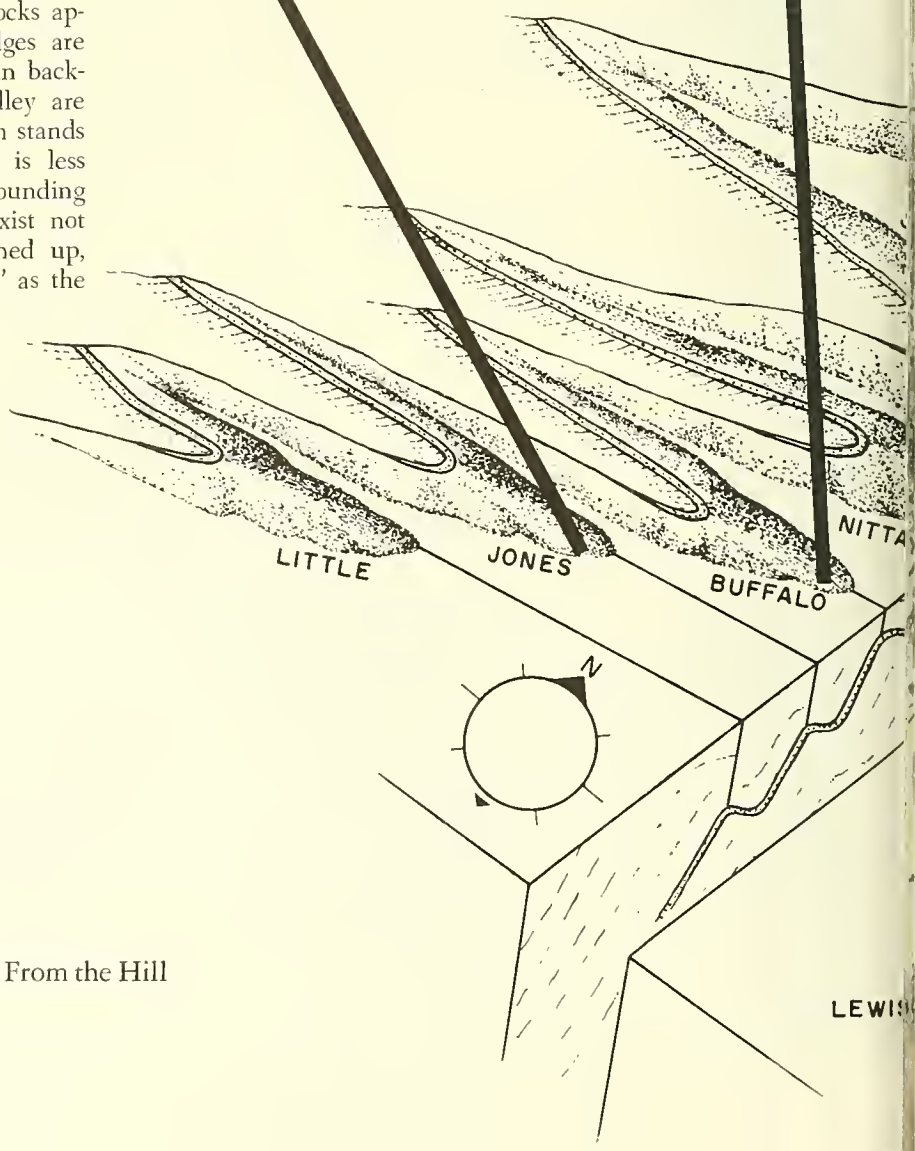


rocks were weathered and eroded. But, most important, not all of the original layers were of equal resistance to weathering and erosion, and through differential weathering and erosion, some layers are left standing higher than others (layer a-b at points 1-6).

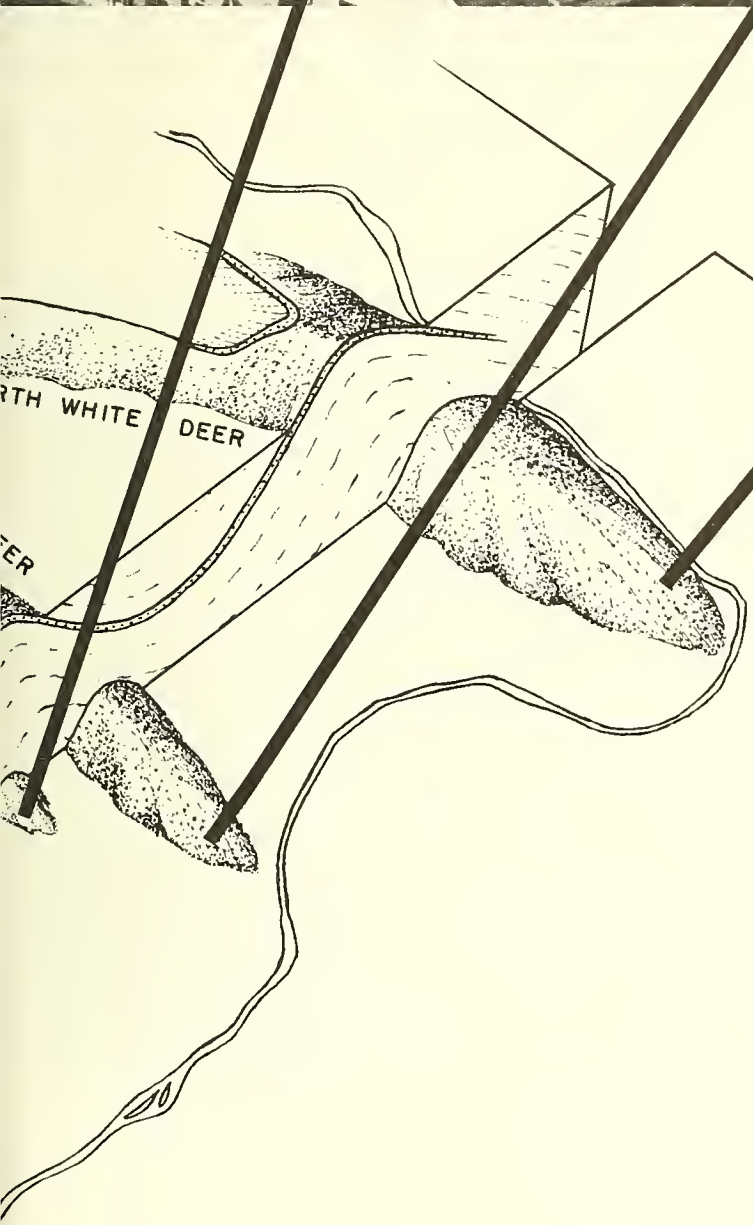
Continued on Pages 18-19.

Photo Taken From Clock Tower of Bertrand Library

The present surface of the earth cuts across the folded carpets and, where hard resistant rocks appear at the surface, the Appalachian Ridges are developed. All of the ridges of the mountain backdrop to the northwest of the Buffalo Valley are comprised of one, hard, resistant layer which stands above the surrounding valleys because it is less easily weathered and eroded than the surrounding rocks. Thus ridges of the Appalachians exist not because they have been individually pushed up, but because they have not been "let down" as the rest of the country was worn away.



The Geological View From the Hill



The accompanying photograph, keyed to the explanatory sketch, shows the one, hard, resistant layer (indicated by shaded, curving line) which was folded and then later left behind, as all of the country around it was reduced to a lower elevation. Two levels are evident: the level at the Buffalo Valley floor (called the Harrisburg erosion surface) and the level at the ridge summits (called the Schooley erosion surface). The Schooley surface is a remnant of the earth's former surface, now uplifted and left high and dry by erosion. The Harrisburg erosion surface is now gradually being destroyed as modern streams cut into it.

On a clear day you won't see forever, but you can look north to another dimension of time from Bucknell's "hill."

Photos by Ralph Laird
Illustrations by Mary Candland

(Continued from Page 16)

The May 31st issue in 1907 took off on the inadequacy of Bucknell's facilities and concluded that the reason Bucknell has so many successful men among its graduates was that they had "learned to endure hardships here in college." There were particular complaints about the heating system and about the lack of hot water in the showers. "Many a would be Baptist has changed his religion for no other reason than his inability to endure the ice water that we Bucknellians have learned to love."

NOTHING was sacred. It was not only the campus that felt the "Woodpecker's" peck. All of Lewisburg was within its scope. For example, in the June 1907 issue, the "Woodpecker" noted that Lewisburg provided the exception that proved the rule that this is a world of change. "It (Lewisburg) is the same today as it has always been. The same stately mansions border her pavements. Architecture? Why there is no architecture, only houses, four sides and a lid! It is a moneysaver; for no one ever wore their shoes out walking from the house to the street."

Or this one on Market Street: "Until you have had a few prices quoted you at first hand, you wonder how such a vast concourse of business establishments can be kept on such a small population."

Even the Baptists were not exempt, for the "Woodpecker" had this comment about the Baptist church: "The air, in process of solidification within its sacred walls, will be sawn into paving blocks for University Avenue."

And for several years the editors seemed to delight in taking little pokes at that venerable Lewisburg institution, the Civic Club. The same June issue noted, for example, that the ladies of the Civic Club had changed the name of the park at the west edge of the dam across the Susquehanna River from "Dam Park" to "Darn Park."

In fact, the "Woodpecker" showed little respect for anything—even for the alma mater, for in one issue it advertised a prize for writing a new Bucknell song, as follows: "Just to show we have the right spirit, the 'Woodpecker' will give a reward of $25 to the person writing the best Bucknell song. As a word of caution we will state that no death marches will be received, we have enough already!"

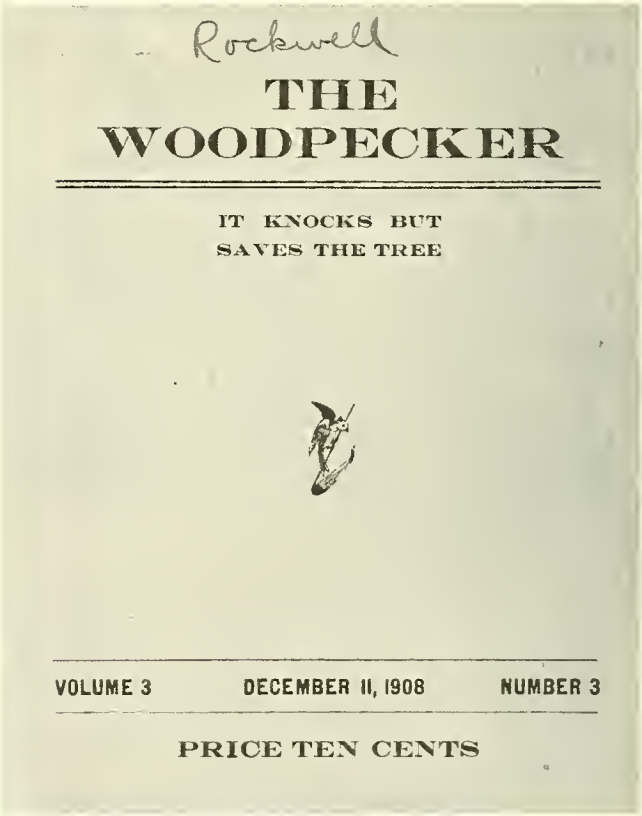
And if you think the "Woodpecker" was afraid of the seat of power, listen to the following quotation: "We are not represented in that one ring circus known as trustees meeting, nor do we get a look in at the assembly of the wise guys known as faculty meeting; and worse yet, we seldom qualify for the pink teas and gossiping bees of the Campus Club."

College bookstores have always been the target of student publications and the "Woodpecker" was no exception. Bucknell's bookstore manager, Warren Elze '48, can take some small comfort from the fact that the attack on the University Bookstore (then privately operated) was first launched well before his tenure began as bookstore manager. The March 1912 issue of the "Woodpecker" had the following to say: "Why the Sherman anti-trust law was brought to bear so forcibly on the Standard Oil Company when right here in Lewisburg exists a monopoly 40 times as corrupt is a mystery that this bird has long been trying to solve. The University bookstore is the combination we refer to."

The "Woodpecker" soon degenerated into vitriolic personal attacks on fellow students including, literally, attacks on the way they parted their hair; attacks on professors, townspeople and administrators. At one point several issues were devoted to Lewisburg politics and to a libelous attack on a local politician. Tradition has it that libel suits were actually instituted against the newsstand which distributed and sold the "Woodpecker," although the editor apparently was never actually identified.

PERHAPS the following quotations about the faculty (one at a time and by name) from the May 1917 issue, called the "faculty edition," will serve as a mild example of the sort of thing the "Woodpecker" finally came to: "It is hard to describe this cross between a walking microbe and a greasepot, but Professor (A) is the object of our intention here." "Professor (B) is the king of flukes and failures around the institution." "Professor (C), cut out that flirting with the girls in your classes. It is most disgusting. A look in the mirror will give you a good idea of what a big piece of cheese you really are."

"Cheer up, Professor (D), if everyone took you as seriously as you think they do, you would be President of the institution—maybe."


Rockwell

THE WOODPECKER

IT KNOCKS BUT SAVES THE TREE

VOLUME 3 DECEMBER 11, 1908 NUMBER 3

PRICE TEN CENTS

The December 11, 1908 issue of THE WOODPECKER contained a satire on Alumni Coaching at Bucknell.

"It is pretty tough to pick on poor old Professor (X), but he has been getting away with so much the 'Woodpecker' just can't hold off. He has charge of one of the most important departments in the institution, but what a farce he makes of it."

Or Professor (Y): "Here is a man who knows everything, is absolutely right in everything he says, and even has the nerve to think that every person who does not believe as he does is wrong, irrevocably and unmistakedly."

I leave the "Woodpecker" with the thought that today's journalistic efforts are indeed tame in comparison, for I have quoted to you only some of the milder sections from the "Woodpecker."

More recent campus humor magazines have been bland in comparison with the "Woodpecker." Anyone who was on the Bucknell campus during the days of the "Bellehop" or the early "Applecart" will probably take issue with that statement, for the "Bellehop" created scandals of its own. It presented the John Held flapper in all of her glory and, like campus humor magazines everywhere, it placed an emphasis upon sex, liquor and cigarettes. Perhaps it would be well to note at this point that in those days cigarettes were considered to be almost as bad as liquor and sex, even for the men, and certainly as bad as either of the other two for women. Reading through old issues of the "Bellehop" today, one is somehow touched with a sense of nostalgia for the days of the flapper and the era just after World War 1, when campus life was untouched by the more serious note that followed the depression. There are advertisements for campus bands, including one for Dick Wagner and the Kings of Rhythm who, the advertisement assures us, had "completed three successful seasons at Rolling Green Park." This touches a real chord with me, for I spent a good many pleasant summer evenings at Rolling Green Park dancing to the music of Dick Wagner's successors, first, Russ Fairchilds (who will be remembered by some of you as another campus favorite for fraternity dances), and later, by an improbable musical aggregation known as Ducky Geese and His Goosy Ganders.

The "Bellehop" also carried in each issue a full-page advertisement from Guy Payne " '09 on the Quadrangle." In fact, Guy's editorials read as well today as they did when they were first published. I found one entitled "Smoking at the Inn." As you know, Guy was against it —particularly against smoking by women! After using every possible adjective to describe the foul weed, Guy concludes by saying that women are welcome to smoke at the Inn if only they will smoke like gentlemen!

THIS is more than was said for many years by the University administration. Some of you will remember, as I do, the days when women students were not permitted to smoke on campus or in the dormitories. Fortunately, the University did not own the properties on the west side of South Sixth Street, and the coeds got around their difficulty by simply walking across the street and sitting on the curb for that after dinner

BELLEHOP issue for March, 1928

smoke. Guy Payne could well describe Bucknell women as headed for the gutter!

"The Applecart," of the mid-thirties, seems first to have been served as adviser by Lois Stevenson Kalp, who was then a member of the faculty. It, too, created a sensation. Its comment on the academic struggle at Bucknell under President Rainey was printed in verse. Even to today's reader it comes through as a clever piece of writing. To the campus reader in 1935, it must have been a really biting satire on the campus scene. In the poem the conservative faculty speaks with the voice of "old fogy" who sells the apples (Rainey's new curriculum) green for applesauce, and in the end, eats the apples green and gets a tummy ache.

To the student author of the poem, Rainey was obviously a hero of Homeric proportions (no pun intended!) for whom he had a Cassandra like wail:

> "He knew that Art and Music are the Liberal Arts
> Which liberate the mind from all the vanities
> Bred by the dead hand of Science and Humanities.
> How sharper than my piercing shrieks of grief
> Is Herds ingraditude!—Beyond belief
> The cursed porcine stupid bigotry
> of smug, complacent, petty mediocrity."

The few issues of "The Applecart" which are in the Library files reveal some excellent writing, including the poems and stories of the late Robert Lindner, who went on to become one of our most illustrious alumni until an untimely death took him away with his promise only half fulfilled. Some will recognize his name as the author of *Rebel Without a Cause* and *The Fifty Minute Hour.*

One cannot read "The Applecart" today without being impressed by the quality of the poetry and the short stories. The work was of real merit. In fact, one gets the impression from "The Applecart" that this must have been a pretty exciting place—intellectually—in the 1930's. Those who think that Bucknell has only now grown to academic respectability might change their minds if they took a look at this kind of evidence.

Moreover, "The Applecart," unlike its predecessor "Bellehop," wasted no time on stale jokes, poorly executed cartoons or sex. It was not a humor magazine, but it did have a sense of humor. The following short poem about the Germanic Paul Gies, professor of music, will serve as an example. The poem is entitled, "A Fugue or The Shortest Poem in the World." (Suggested by Mr. Gies waving a baton at the symphony orchestra.)

Ach!

Bach!

There will be some Alumni who remember "The Squirl," whose motto was "He who laughs—lasts." Compared to "The Bellehop," "Applecart" and "The Woodpecker," it was innocuous in almost everything but its treatment of sex. But it too was bad enough to get into trouble eventually. Like some other humor and literary magazines which went bankrupt, financially or intellectually, it didn't last.

NO one reminiscing over Bucknell in the first half of this century can overlook Guy Payne, and I must return to him for a moment. Although it has always been suspected that Guy was one of the editors of "The Woodpecker," and he confirmed to me personally about a year before his death that he had written some of "The Woodpecker's" material. Guy was not exempt from the kind of friendly criticism in "The Woodpecker" which might have led a lesser man and a lesser establishment to early ruin. Here, for example, is "The Woodpecker's" account of the opening of the College Inn in 1908: "While the Mandolin Club softly discoursed 'When the Roll is Called Up Yonder' and other appropriate hymns, Payne's holy hash house for the conversion of hungry nighthawks into personified belly aches was dedicated Monday evening, October 12th, with elaborate ceremonies . . ." A long account follows, concluding with "this quintessence of gravity and pharmaceutical science was next called upon to endorse the horse meat sandwiches and testify to the fact that he had analyzed the hash house cereals and found them full of sawdust."

ANTIC issue for November, 1940

Generations of Bucknellians will note in this first written account of the College Inn the beginning of the rumors about the quality of College Inn food which have persisted down to the present day.

Good Old Guy is gone and we should not slander him when he can no longer defend himself. But, perhaps it is permissable to note that here, in "The Woodpecker," we find the antecedents for the story about Bering-burgers (Noble Bering being the name of Guy's beloved dog!) and all the other uncomplimentary endearments which Bucknell students conferred upon Guy's food over the years. One should note, I think, that while thinking up these uncomplimentary descriptions, Bucknellians nonetheless consumed quantities of Guy's food and raised him from the level of honest poverty to middle-class affluence.

That Guy held strong opinions, few can doubt. That his heart was as big as all outdoors, many of us know full well. The Bucknellians who found it possible to stay in college only because of Guy's helping hand are legion.

We enjoyed Guy. He was a wonderfully human character to all of us. The picture of Guy on his horse in the Homecoming Parade—the memory of him swishing the water around on the floor to move the dirt from one side of the restaurant to the other—the paid editorials—all these memories are matched by the memories of kindnesses, of generosity, of gifts from his meager means to church, to college, to the Y. M. C. A. and the Christian Association, to pastor and friends on the faculty. We might complain about the two cents more he charged for cupcakes than was charged anywhere else in Lewisburg, but we also knew that here was a real honest-to-goodness human being.

If one is dealing in nostalgia, it is permissable to skip around and pick out memories here and there that strike the fancy. Perhaps some will remember the days before radio—or at least the days before radio came to Lewisburg—when the away football games were reported back to the campus by Western Union. Those who couldn't go to the game would congregate at Tustin Gym or Bucknell Hall, where the gridgraph would be set up at one end of the room. It consisted of a large wooden billboard sort of thing with flashing lights and slots to insert the

Start Off On
The Right Foot

The Bunknellian

BUCKNELL UNIVERSITY

The Students Voice
Of Bucknell

VOLUME LVI — LEWISBURG, PA., THURSDAY, FEBRUARY 6, 1955 — NUMBER 15

E TWO

Editorial Column

Read

THE BUCKNELLIAN

THURSDAY, FEB. 6, 1955

Off The Insipitorial Cuff

Gee whiz, why can't we have some school spirit here at ivy-ed B. U! Huh, why not? Boy, at other schools they yell their s off at athletic contests; they go hog wild, at other schools! boy, here we never go hog! Why not, fellow-ivy-covered Buck-ins . . . aren't you proud of your school? You ought to be glad go to a school as fabulous as good old B. U. Boy, sometimes we e BUCKNELLIAN don't understand you kids!!!

****

Gee whiz, did you hear what Dorothy Kilgallen called Bucknell, aid that it was "that play-boy institution on the Susquehanna." Somebody ought to write her a letter. Boy! Sometimes we e BUCKNELLIAN don't understand people!!!

****

Gee whiz, gang, spring is here again. And it makes it tougher all get out, to get out and study. But that's no excuse for the ades to slip way down. No, sir! You gotta keep the ol' grades ere, despite the call of the birds and the ivy and the ol' tennis s. How 'bout it, gang!

****

Overheard on a sunny day last week: Boy, what with spring I hear the call of the birds and the ivy and the ol' tennis s."

****

A tip of the editor's green eyes to the Sem. These girls really ve congratulations! We're with you all the ways, Seminary naries.

****

Tri Delti and PiPhi Tie For First In Annual Cake Bake; Phi Mu Takes Third Spot With Marble Cake

The annual cake-bake was held last Sunday in the basement of Harris Hall. The Delta Delta Delta sorority, with an Angel Cake, tied the Pi Phis, whose entry was Marble Cake, for first place. Third place went to the Phi Mus, who also entered a Marble Cake, but did not receive first place recognition because their cake did not have either the fluffiness of the Tri Delts or the texture of the Pi Phis. Last year the Phi Mus also came in third with a chocolate layer cake. The reason that they did not enter a chocolate layer cake this year was that they felt that a change might do them all good. Also, as the president of the Phi Mus said: "We wanted to try something new." After the cake-bake prize awarding was over, officers were elected for next year's cake-bake which will be held next year. Dr. Harriman announced that he would stay on as advisor to the group. The afternoon ended with tea and games.

The judges, Dr. Dave Martin and Jane Brown, were each given huge hunks of cake to take back to their families, and in Miss Brown's case to her dormitory since her family does not live in Lewisburg. They live in New Jersey and by the time the cake reached them it would either be stale or no good. Miss Brown is a Kappa Delta. Kappa Delta did not enter the cake-bake since they are on Social probation. Dr. Martin said: "It is too bad that Kappa Delta could not enter. They might have fared rather well." Both judges complimented the sororities on great sportsmanship and hoped that the cake-bake would continue being as annual as possible.

President Hildreth Says Tomorrow Is Friday

President Hildreth, Miss Henderson, Dean Musser, and Roy announced that tomorrow will be Friday. This was made official at a meeting. President Hildreth was formerly governor of Maine. Maine is the third smallest state in the Union. Miss Henderson has been with Bucknell for several years: she is the lady who o.k.'s schedule changes. Dean Musser recently attended a conference of deans, since he is a dean himself. "It was a good conference," said the Dean. Roy is janitor in Roberts Hall. Like Maine, Roberts Hall is the third smallest of the dormitories and Roy says that it does not bother him. Most of the janitors are glad that tomorrow will be Friday, Roy said, since if it were Wednesday they would have to put new sheets on the beds. He thinks that the BUCKNELLIAN should continue to tell students just what day it is, and how the University feels about it.

Abbe Leads Students In Directory Ratings

The following people will appear on page one of the new Bucknell directory announced last night. They are Colman Abbe, Amelia Joan Abrams, Vivian Estella Abronski, Charles William Ackman, Kenneth Francis Adamec, Edward Joseph Adams, James Hubert Adams, Mary Louise Adams, Thomas Lloyd Adams, Franklin Johnson Ahimaz, Leonard Hughes Ahlfeld, Mary Lou Alstrup, Isabel Alayne Aitken, Donald Dale Albee, Katherine Alimisis, Walter Scott Allen III, Alison Ruth Almy, Leard Reed Altemus, Janice Marian Althouse, Fred Ritts Amsler, Jr., Dasha Linda Amsterdam, Austin Parker Anderson, Jr., Barbara Anderson, Charles Bassett Anderson, Frederick Bene-

This is Colman Abbe's third year as first man on page one. He was not surprised to learn of the news. "I expect it," he told the ever-present BUCKNELLIAN. Next year Mr. Abbe cannot make page one of the Bucknell directory since he will graduate in June. Mr. Abbe is, like twenty-six others on page one, an Economics major, and so he, like the other twenty-six, has taken mostly Economics courses. He does not think that this has anything to do with his being first man on page one for the third consecutive year in a row. He gives most of the credit, like the twenty-six others, to his parents. "They are swell," he said. Mr. Abbe was once in a Cap and Dagger play. Even in High School he knew he would come to Bucknell.

Library Has New Exhibit Of Painting

Over at the Library there are now some pictures by modern artists. They are hanging in the second floor gallery and are visible to all of those who want to view them. Like most modern paintings they are confusing, and have come to the University with the help of Blanchard Gummo and Dr. C. Willard Smith, who are both interested in paintings, and especially modern ones, which, it seems, they do not find confusing, but, rather, think interesting and stimulating enough to interest and stimulate Bucknellians and faculty. "They are interesting" Mr. Gummo said. "They are both interesting and stimulating," said Mr. Smith, a member of the English department. Even though they differ in opinion Mr. Gummo and Mr. Smith do not differ on one thing: they both helped bring the pictures to the Library. They carried the paintings to Mr. Smith's car, which is a green '48 Chevrolet. Mr. Smith is asking only 850 dollars for the car.

Cheers To Continue

The Bucknell University Cheerleaders announced that they will continue cheering at University athletic contests. The Cheerleaders, at the Wednesday meeting, all agreed that cheering has done some good and so they will continue cheering. Cheerleader Roemer said: "Gee whiz, the kids should not really need cheerleaders. Every Bucknellian, freshman or senior, should be his own little cheerleader. The cheer-

Philip Roth '54 was editor of ETCETERA when this spoof of THE BUCKNELLIAN was published in the spring issue, 1954.

names of players besides the lights. Before the game the lineup would come in and the names of the players would be inserted in the slots with lights lit up to indicate who was in the game or who made a particular play. As the play by play came over the wire, a flashlight would be moved on an opaque screen representing the football field to indicate the location of the football, and lights would flash beside the down markers, the name of player who made the run or the tackle, and signs indicating whether the play was a pass, a run or a kick. Of course, the system always broke down at the crucial moment. Whenever there would be a signal that the ball had been fumbled, you could count on at least a ten-minute delay before the next wire would come through to tell you who recovered.

MY own memory does not go back to the days when football games were played on Loomis Field, although I do remember baseball games there, and I certainly remember the days when the pep rallies and bonfires were held on Loomis Field after a torchlight snake dance through the streets of Lewisburg. Memory seems to indicate that the pep rallies were better in those days. The bonfires were bigger, the songs were lustier, the cheers were louder. But those were the days of the raccoon coat, skirts above the knees, and the rumble seat. Bucknell had its share of rah rah college boys, and while Bucknell was officially dry as it professed, we little boys in Lewisburg knew a little bit more about what went on in the fraternity houses than we were supposed to—but then, perhaps, everyone did. The Prohibition of the early fifties was only a repetition of the Prohibition of the 20's and early 30's.

Certainly everyone knew about the local bootleggers who made regular trips to the fraternity houses, and there seems to have been no attempt to hide the beer kegs which were rolled down Third Street hill toward the monument by the Phi Psi's one Sunday morning during the time when the Phi Psi house was on Third Street, just opposite the site of the present Federal building. Not all Bucknellians were quite as naive, as Dean Rivenberg is supposed to have been, in that famous story which has come to be a classic among college administrators. It is said that Dean Rivenberg called a student into his office to accuse him of drunkenness. The student responded with protestations of innocence—finally admitting that he couldn't possibly have been drunk because

he only had one or two cans of beer. To this Dean Rivenberg replied: "Young man, you must think I am easily fooled, everyone knows that beer comes only in bottles." The good old dean provides a set of very pleasant memories for most alumni, perhaps unpleasant for a few, but nostalgic memories nonetheless. Who could forget that storied greeting to the freshman paying his first visit to the Dean's office—"How do you wike your colwedge wife?" (Dean Rivenberg had a lisp!); or who can forget the jokes about his wooden leg and those who professed to have personal knowledge that he held up the sock on that leg with a thumb tack; or who can forget the kindliness of the man or the cherubic goodness of Mrs. Rivenberg—that Helen Hokinson type of character so many of us came to know and love.

IN addition to the Dean's lisp, there were other less lovable Bucknell traditions.

The water parade went the way of most college nonsense when we first learned of infantile paralysis epidemics in the late 30's. My class had the distinction of being the last class to participate as freshmen in a water parade. How terrifying it was. We poor freshmen assembled under the guidance of the sophomores and then proceeded to snake around the town and campus, from fraternity house to fraternity house, at each stop finding some new water hazard or other similar torture through which the whole line of freshman men would have to pass.

The water parade had its brighter side, however, for when we were sufficiently wet and muddy, having been paddled often enough so that we no longer cared, we would inevitably come past the women's dorms where all of the freshman women and a goodly number of upperclass women would be outside on the grass watching the spectacle. Then suddently, whether at the urging of the sophomores or despite them, the line would break and the freshmen would rush madly to grab in muddy embrace any and every woman within reach. Not even the housemothers were exempt. There must be others who have a memory of the look in Mrs. Corrin's or Dean Clark's eye as muddy boys rushed through the halls of Larison or Hunt and screaming girls went tearing up the stairs, not even sure of being safe on the second landing.

It took the infantile paralysis scare to kill the water parade, but the broken arms and legs of the class scrap had killed that tradition in an earlier day. Older generations of Bucknell men will recall the preparations, the war paint, the broken bones that inevitably accompanied the class scrap. The freshmen would line up on one side of Loomis Field, and the sophomores on the other; then, at a given signal, they would rush at each other and try to drag as many as possible of the opposing class back across the line. The President of the class was a special target. Human decency finally prevailed to put an end to this one; but it lingered on for a number of years in the form of a tug of war between halves of the football game; and for several years took the form of climbing a greased pole over on North Field. The object of all of these contests seemed to be the same—i. e., if the freshmen won, then freshman hazing would be over and they could get rid of their dinks and black ties. If they lost, they had to wear them for a while longer. Now, without so much as a dignified debate, dinks and ties disappear at the end of the first week of classes. Today's freshmen will never know the fears and joys of earlier generations. I must note that freshman hazing always included the kidnapping of the class president and painting the class numerals on the water tower—a practice only recently abandoned.

But there was also fraternity hazing. As a little boy in Lewisburg I long believed that fraternity initiations included the literal branding of fraternity members on the stomach with a hot iron. Perhaps this rumor grew out of a tradition which existed in my own fraternity when I was in school, but which, happily, has long been abandoned. As a part of our initiation ceremony we would require the initiate to strip and then would stand over him with lighted candles letting the hot tallow fall where it would. This was supposed to prove that, until he was accepted into full membership in the brotherhood, he stood naked and alone in this world! All of this was accompanied by a high degree of mumbo-jumbo which the present sophisticated college student would find hilarious. Hazing also concentrated on "the ride", an involuntary trip into the mountains in the dead of night without one's pants, or without money, or without shoes or without anything; or the required trip to New York to bring back a bucket of elephant dirt from the Bronx Zoo or a cigarette butt from Washington, D. C., initialed by F. D. R., or a pair of panties from Gypsy Rose Lee, or whatever else the fertile fraternity mind could conjure up.

AND then there were the eggs! Fraternity pledges would be required to get the signature of every active member on a raw egg. Each active would sign his name to the egg and then send the pledge as far away as possible, preferably on the other side of the house, whereupon he would throw the raw egg over the roof to the pledge and require him to catch it. If anyone was ever successful in catching the same egg enough times to procure the signatures of all of the active members, history does not record the fact.

These are but a few of the memories of earlier days at Bucknell—some recorded and some still unrecorded pieces of personal involvement in the events of the past. They could be matched, I am sure, at almost every other undergraduate college.

My generation swallowed goldfish. An earlier generation put cows in the belfry or hoisted the University president's outhouse to the church roof. Collegiate tiddily-wink competitions and telephone booth stuffing contests seem almost intellectual by comparison. Who is to say that the social concern of today's activist students is not an improvement? I should like to think that all this goes to prove that slowly, surely, even on the college campus — despite occasional reverses — civilization will prevail.

". . . The experience of last summer was for the five of us a new door opening to worlds formerly unknown, a mind expander, if you will, that is available to many, many others . . . ."

In the Land of the Thai

A Volunteer Summer in Self-Enrichment

By Mrs. Jane Kreider Miller '50

ONE year ago, on June 4, 1968, our family left our home in New Bethlehem, Pa., for a work-vacation in Bangkok, Thailand. With our four-year-old Margaret, our sons, James, 15, and Jeff, 14, my husband and I embarked on what for us was the culmination of the dream of many years. It seemed a culmination in our minds at that time. As the year has passed since our return, however, we find that it was more of a beginning than an end. Having once participated in such a project, we find it unthinkable to regard it as merely "that wonderful summer of 1968," but rather, as the first volunteer summer, with others to come.

We seem to be living in an age of volunteers. It has been with some feeling of envy that many of my generation—I include myself—hear of our young people crossing continents with the Peace Corps or Crossroads Africa; working in such challenging projects as VISTA; tutoring programs or enlisting in Y. M. C. A. aide projects abroad and at home. Our affluent life, with lawns to be cared for, homes to be paid for and maintained, hangs heavy about our necks, when in our mind's eye, we envision ourselves caught up in the opportunities for new human relations that seem to be begging for more helping hands in our day. Were I to pretend for one sentence that this article is worth reading for the story of what good we did for anyone in Thailand or anyplace else, I would be guilty of gross day-dreaming. In the short period of time that we were able to leave the medical needs of this rural area, we could contribute nothing but infinitesimal deeds. The fact is, however, that the experience of last summer was for the five of us a new door opening to worlds formerly unknown, a mind expander, if you will, that is available to many, many others. For that, then, I count this one commercial worth writing and do heartily endorse the use of this opportunity.

For many years Dave and I have been clipping ads from the *Presbyterian Life* magazine, calling for volunteers in different fields of endeavor. We are fortunate that Dave is a physician, a calling that answers universal needs. The call for volunteers, however, includes needs for teachers, accountants, business managers, technicians of all varieties, architects, home economists and members of many other professions. In fact, the list of needs for the past two years sent out by the Presbyterians alone covered twelve typewritten pages. The missions in need of workers cover the globe—from our own urban areas and Indian reservations, to hospitals and schools throughout Asia, Africa and South America. Of course, the longer the period of time one can spend in the field, the more worthwhile he finds the experience and the greater value he is to the host country. While we were in Thailand, we met an ex-shoe salesman (Mennonite) who for two years had been living with his wife and children in Saigon, in charge of the church refugee relief work, and a retired engineer who had gone to Thailand for three years (and remained for six) to supervise the engineering problems of the construction of the new and beautiful Bangkok Christian College. He is being replaced by another retired engineer who, with his wife, will be in Bangkok for at least two years. We became well-acquainted with a young Lutheran X-ray technician who was with us in Bangkok finishing a stay of six months. Pat, like us, was working on a purely volunteer basis. She had paid her own transportation, (a deductible item) and received her room and partial board. Those who served longer terms were on a regular payroll.

Above: A Buddhist priest gathering food in early morning along the canals. Below: Leper patients in Thai government hospital-rehabilitation center.

The market in Bangkok is a center of activity on Saturdays and Sundays.

FOR many years Dave had hoped to be able to give a year's time to this type of work. Because of the severe shortage of doctors in this area, and because of our failure to find anyone to replace him for a year's time, we found that it was impossible to leave for more than a few months. When we first applied at the office of Volunteer Service in New York, we had no idea of where we might be sent. In fact, our knowledge of geography expanded considerably with each communique inquiring of our willingness to go to Ethiopia, India, Nepal, and finally, Bangkok, Thailand. We honestly did not have any preference as to locale, except the broad area of Asia. Dave's hope of seeing the many diseases of the East not seen here, and my memories of books read for Dr. Poteat and of his stories of experiences during his years in China, were two heavily contributing factors in this preference. In any event, after almost a year of negotiating, it was decided that we would best fit into the need at that particular time in Bangkok. Dave was to replace Dr. Ralph Lewis, one of two American doctors on the staff of the Bangkok Christian Hospital. Dr. Lewis would be on a three-month furlough. It was hoped that another doctor, recently released from the Army, would fill in for the first half of the time. Dave was to be there for the last month. We lived in Dr. Lewis' apartment, living quarters that provided every western comfort, plus the openness of Thai living. Living in most Thai houses, whether Western or pure Thai, is more like living in an enclosed porch. The climate is quite tropical, and homes are designed to take advantage of every breath of moving air. Not only was the apartment comfortable, but many unexpected luxuries were built in. On our balcony were a dozen varieties of orchids. We inherited Dr. Lewis' excellent cook and maid. An abundance of ants provided additional household help in cleaning up the crumbs Margaret dropped about the table, and small lizards abounded on the screens (after dark) for our entertainment. Boon Saum, the cook, prepared excellent Western and Thai food. We found that the highly seasoned, sometimes hot, Thai food was more satisfying in a tropical climate than our rather bland foods, and all of us became quite enthused over Thai cookery.

At first the idea of this rather luxurious apartment and two servants seemed to jar my idea of working in a mission. I must have imagined us in a thatched hut chewing coconuts. As we became better acquainted with the mission in Bangkok, we quickly saw the relation of the servants to one's life there. All food is bought at street markets through a process of lengthy bargaining (in Thai, of course). Refrigeration is relatively new in this country, and until lately, marketing had to be done daily. All drinking water had to be boiled, and any vegetable or fruit to be eaten raw and unpeeled was washed in chlorox. Other household duties so easily dismissed with the push of a button in America are hand-accomplished in Thailand. From what we saw of the fraternal workers of the church, their primary duties in the hospital or schools (which now fill long, long hours) would certainly be curtailed considerably were they without household help. My contact with these two servants was the closest continued contact I had with Thai individuals. Though they

The "dishwasher" in Thailand.

spoke no English, I was amazed, and my family amused, at the lengthy conversations we had in pantomime. The details of our lives that we were able to share and the little bit of insight that I was able to gain into their lives made our relationship rewarding.

THAILAND, its border only 80 miles from Vietnam, is a unique country in Southeast Asia. From what we could observe and read, there seem to be three major factors that set it apart from much of the rest of Asia. In a continent scarred with the wounds of 19th century colonialism, the Thai people have emerged free of any such history. Except for occupation by the Japanese during World War II, Thailand has not been occupied by foreign governments for several centuries. Known as Siam until the 1950's, the Thai renamed their country "Land of the Free," Thailand. During the high tide of western colonialism, the Thai successfully maneuvered themselves in the comfortable and free position as a buffer state between the French in Cambodia and Laos to the east, and the British in Burma to the west. With no subliminal scars to heal from this period, the Thai are warm and hospitable to all "Farangs" (foreigners). We never encountered any hint of hostility, so often displayed in other countries.

The second factor contributing to Thailand's uniqueness is the fact that famine and overpopulation are strangers to this Asiatic country. Only in the northern mountainous and isolated provinces are the specters of hunger and neglect heavily felt among the tribal people. It is, of course, in these areas that there has been, in the past few years, increasing activity by communist infiltrators from across the border of Laos. The cloud of China, only fifty miles from the northern border, hangs heavy over the Bangkok government. An old, and still appropriate, Thai saying is "when China spits, we swim."

Third, the long history of rather stable government in Thailand sets this small country apart from the usual picture of Asiatic and underdeveloped countries. Beginning with King Mongkut in the 1860's, (the monarch made famous by the book and movie about Anna and her life with the Siamese royal household) the country has enjoyed a gradual growth toward semi-democratic structure. Unfortunately, whatever form the government is taking, it is still far from what many Thai wish. Corruption and bribery as a means through which to obtain government sanctions is accepted practice—as it is in many countries of Asia.

The culture of Thailand is dominated by Buddhism. Its influences are seen in all the arts and in the general philosophy of life of the people. Only about one-half of one percent of the population embraces Christianity. The very nature of Buddhism however, smiles with tolerance on other religions. The warm nature of the people, with no colonial memories to embitter them, means that Christianity enjoys a hospitable climate in Thailand. We were informed that there are a number of very respected persons in government and in other responsible positions who are Christians. From our meager observations, we felt that there was much less stigma to this "western religion" than is found in India, Burma and other formerly colonized countries of the Far East.

Our work was with the Church of Christ in Thailand. This is the product of the union of several denominations at the end of World War II. Some of these include the Presbyterians, American Baptists, Eastern Mennonites, and Disciples of Christ. Our home was located within the hospital compound, which also included many other buildings behind the modern six-story hospital. Within the compound garden lived about one hundred and eighty people, all hospital employees and their families. The compound was surrounded by a high wall and the gates were securely locked at night. We noticed that all the upper class homes were enclosed by high fences or walls. We were told that we were fortunate to live within a wall as house breaking is to be expected in Bangkok where there is no protection.

OUR day began early in Bangkok (with the crowing of the roosters in the compound). Dave's work consisted of morning rounds on the medical wards with the medical staff, which was composed of three young women and another man. Their names were a great mystery to us for awhile, and we considered it a triumph when at last we were able to pronounce them—Drs. Siraphan, Chungdee, Warapot and Ploempit. Two

A backyard in the slum district.

of the women were residents and are now in the United States for further training. Two of these doctors were Christian, one, a Buddhist, and one, a Moslem.

Dave's medical experience at the hospital was most gratifying. He was able to see a variety of tropical and parasitic diseases, including leprosy, hemorrhagic fever, hepatitis and especially, amoebiasis in all stages. There was a surprising similarity to practice in the United States in the frequency of diabetes, hypertension, gout and other rheumatic diseases. Little degenerative vascular disease was encountered. Perhaps his greatest contribution was in establishing rapport with the American and European patients in the hospital. He returned home impressed by the common bond shared by physicians all over the world. It seems that two physicians can strike up a friendship anywhere in the world regardless of their origins or background. The hospital itself is a very modern plant, only four years of age. The staff is competent and well-trained. The greatest deficiency is the lack of well-trained technicians in laboratory and X-ray work.

Dr. Miller, center, the three Miller children, and, at right, four members of the medical staff of the Bangkok Christian Hospital.

The church can be proud of the work being done in its name at the Bangkok Christian Hospital, and we need have no fear if any of our family or friends find themselves patients in the hospital.

We were very fortunate in that our two boys and I were able to find work that we could do, though we had no special training and worked only in unofficial capacities. Jim and Jeff were kept busy every day at the hospital helping to reorganize the X-ray department. Since this was a job of cataloging and filing perhaps thousands of X-rays that had accumulated over twenty years, they were able to make a contribution in this time-consuming work. While doing so, they became involved in the work of the mission and were in a position to become acquainted with several Thai who worked with them. Three evenings a week I had the exciting experience of teaching English to Chinese youths at a mission community center in the Chinese slum district. The evening classes were divided into eight groups, with a total of a hundred and eighty students enrolled. The teachers were all volunteers with the exception of the director. When asked if I would do substitute work, I wasn't at all sure that I could handle the task—my Chinese is non-existent and my Thai consisted of "How do you do?" The text-books, however, were so explicit and the students so cooperative that, in no time at all, I found myself quite comfortable fumbling through the lessons. What was most rewarding was the insight that I gained into their home lives and family structure. It was particularly interesting to visit their homes. Two nights a week, the lesson was purely academic English. The third night, the lesson was Bible story and an hour or two of music and games. I was hopelessly lost with the games, which were all conducted in Chinese, but a borrowed guitar made me the Bob Dylan of the mission center, and I soon found there were a number of requests that I teach guitar rather than English. Our boys enjoyed the experience of "coaching" younger children in basketball several afternoons. The language barrier and the fact that there was room for only half a court, gave them the opportunity to use their imaginations in this venture.

THE weekly meetings with the church fraternal workers from all over the city brought us into a very warm circle of newly found friends. We often had the feeling that we were the personal guests of each of these people. Without exception we found them to be vital, intelligent, interesting individuals whose lives any one of us could envy, and whose energies seemed to be well used. Happily, I can say they were less pious than lots of us here in our home churches. The missionary children in many cases have been educated at Woodstock, in India, and, in most cases, have seen on their trips back and forth from the United States, a great deal more of the world than I shall ever see. The emphasis in the Church of Christ of Thailand has shifted away from the 19th century ideas of direct mission evangelism. Rather, their work is one of witness and service in the name of the Christian Church. There are eight hospitals and 36 schools maintained by the Church of Thailand, in addition to book stores, several rural projects, and student hostels. Approximately 21,000 students are enrolled in the Christian schools of the Church of Christ, and thousands receive care through medical work. This is rather extensive work particularly considering that there are only 130 congregations in the denomination in the country and there are several others whose work is extensive but who do not include themselves within the Church of Christ of Thailand.

It was of interest to us to know the Thai reactions to our country's position in Vietnam. We had no opportunity to speak to anyone holding any official government office concerning this. Whatever impressions we received on the matter were of the most superficial and unofficial nature. We did, however, get the strong impression when questioning our Thai friends about their feelings toward our involvement that their enthusiasm for it was mainly an enthusiasm for the economic wealth that has been pouring into their country as a direct result of our con-

cern in Southeast Asia. Thailand, and particularly Bangkok, is in the true sense of the word, a boom town. Were the thousands of Americans to pull out of this country, the present economic structure would surely crumble or at least convulse with agony. The American missionaries, on the other hand, demonstrated a much different form of enthusiasm. This was particularly true of those missionaries (of which there were quite a few) who had been driven from China, first, by the Japanese, then, by the Communists. Many of these were adamant in their hopes for a strong military stand. A young Thai man, who until a year before had lived in a mountain village near the Laotian border, told us in detail of his people there and of the government's long neglect of this region. In whispers he told us that he feared it was too late to rectify the mistakes. The only dove we encountered while in Thailand was the ex-salesman I mentioned earlier, who for two years had headed church refugee relief work in Saigon. He of course had been intimately involved in the situation. In conversations about Vietnam, he spoke, it seemed to me, with a great sadness. He felt a military victory is impossible and felt (most deeply) that the Vietnamese had come to the point of utter fatigue with the long suffering of the difficult war. Superficial as they are, these were our impressions of what people were saying.

DURING our stay in Thailand, our sight-seeing opportunities were limited to the city of Bangkok. I note this without regret for living and working within a culture as different as the Thai's was infinitely more stimulating than any sight-seeing could ever be. A day's trip to the River Kwai, to the north of Bangkok, was our longest excursion outside the environs of the city. We visited one of the camp sites of the infamous Japanese prisoner of war camps made familiar by the movie "Bridge on the River Kwai." Of the three original bridges constructed, one was a steel structure and it alone remains in use today. The thousands of well-kept graves testify to those horrible days of that sad era.

Within the city of Bangkok there is enough to keep any tourist busy and delighted with unlimited subject-matter for photography. Thousands of Buddhist monks can be seen each morning as they gather food from house to house for their daily use. The food is used in the temple schools for the children as well as for the monks. The temples are beautifully decorated, with brightly tiled roofs of orange, greens and yellows. Mosaics adorn walls and columns, and murals depict legendary tales or scenes from the life of Buddha. Gold leaf is used widely by worshippers who purchase it, place it on statues of Buddhas, and thus believe that they have "gained merit."

One of the interesting features of the city is the fact that originally it was a labyrinth of canals with no streets. During Chulalonghorn's reign, before the turn of the century, the westerners residing in the city requested permission of the king for the construction of a road so that they could use horse carriages. That first road is still known as "New Road" though the city is now as filled with streets and highways as any other modern city. Throughout the entire city there are remains of canals that have not been filled in. Even in the hospital compound there is a section of "klong"—as the canals are called.

It was on New Road that our boys enjoyed many leisure hours of browsing through Chinese street-front shops and sharpening their skills in bargaining. This practice was quite difficult for us to cultivate at first, but since we were told by our fellow workers that it was expected and even enjoyed by the Thai and Chinese shopkeepers, and that not to bargain would make us look foolish, we tried our best to join in this good-natured game so foreign to our natures. My husband was the only member of the family who was never able to bring himself to the bargaining table. The day before we were to leave the country, he and Jeff went out to purchase a wicker ball. This is used widely and with great skill by the Thai boys in a game similar to soccer. When Dave was told the price was fifty cents (ten baht) he unquestioningly paid for the ball. He was amused when Jeff began mumbling beside him, "Dad, you're losing face, you're losing face." In fact, the rest of us found that we had become so acclimated to this style of marketing that, upon our return home, we found ourselves spontaneously tempted to try the same technique on G. C. Murphy and other local establishments.

Across the river from Bangkok, the older city of Dhonburi is still a complete network of canals. To visit here, as we did several times, was to see daily life of the Thai version of suburban living. Children are transported to the temple school in boats and men in business suits board the boats as they do buses in our cities. The canal traffic is so heavy in certain areas that traffic policemen

Dr. David Miller, at right, receives an inscribed vase as a token of esteem for his volunteer medical services in Thailand. Dr. H. Prasong, director of the Bangkok Christian Hospital, makes presentation as our author, Mary Jane, and daughter Margaret look on.

standing in small boats are kept busy trying to bring order out of the water market chaos. Except for the small plots of ground on which the Thai homes stand, this area looks like dense jungle. The cobra population in and around Bangkok is the densest of any area in the world. While we were in Bangkok, we had two friends who had deadly snakes in their yards—one, a cobra, and the other, a pit viper.

WHEN our brief time came to a close, it was with tears that I, at least, left Bangkok. I don't think I could ever adjust to living permanently in the hot, humid climate of Thailand, but neither do I think I could conceive of never seeing again the many people, both Thai and American, whom we had come to know and like so well in this short time. Months before we had left, we had had to state our reasons for wanting to go on this mission on our application. Our thoughts were very clear on this question. First, my husband wanted to see the diseases of the East that were no more than text-book entries to his experience. Secondly, we wanted to see, and have our children see, the church at work in a context wider than our usual Sunday morning gatherings at the corners of Penn and Wood Streets. Third, we hoped for the experience of family living and sharing in a society and culture removed from our life in a small American town. All three of these desires were fulfilled and more so.

Dushyant Kantilal Nanavati received his M.S. degree in chemical engineering from Bucknell in 1951. He resides with his wife and three daughters at 534 Sandhurst Bridge, Bombay, India.

We had taken a week to reach Thailand, stopping for three days in Japan and three days in Hong Kong. As we carried our bags into the Bangkok Airport, our son Jim said: "Well, here we go again, just plain old tourists." We wouldn't have traded this work tour for all the first class tours available. They just can't be compared.

From Bangkok we flew to Bombay, India, and had there one of the most interesting three days of the summer. It was, in fact, a small Bucknell reunion with Dushyant Nanavati, with whom I have corresponded since graduation in 1950. Nana and his wife Hema were the kindest of hosts to us in their apartment overlooking Chowpatti Beach and the Queen's Necklace sky line of Bombay. Their three daughters became instant sisters to Margaret, and our days were filled with visits to their excellent school, marketplaces, a Jian temple, where we had a most interesting interview with a Guru, and best of all for Dave, a close look at several large hospitals in Bombay. Because of this visit, we have already spoken to the office in New York about the possibilities of going to India in the next several years.

This photo of the Miller family was snapped during a visit to Greece, which they visited enroute to their home at Keck Avenue, New Bethlehem, Pa. Left to right, Dr. Dave, Jim, Margaret, Jeff and Mary Jane.

After a week of touring in Greece, we arrived back in the States in the last week of July. Margaret, who suffers car sickness before twenty miles of hilly Pennsylvania is covered, had proved to be an ideal world traveler. She had the advantage over the rest of us in that when tired, she could curl up under the seat of the airplane. Snail shells, pebbles, coconuts proved to be just as adequate toys as anything Mattel has produced. A three-year-old toddler in the compound who spoke no English and wore no clothing was as good as any kindergarten pal back home. The ruins of Delphi and Olympia were excellent sites for setting up housekeeping in imaginary play-house rooms. The boys were, of course, at a perfect age for this venture. They were old enough to have an educational background with which to relate, young enough to be unencumbered with girls, summer jobs or other ties at home and, hopefully, open enough to absorb much of what we experienced to build upon in the years ahead.

For all of us then, this was an experience that we found to be enriching. We had had to ask ourselves if we could afford it in terms of money and time. We found ourselves answering: "How can we afford not to do it?" The summer was an affirmation of that answer. We might even count our contribution as something other than insignificant if we can influence others to try it.

The Varied Worlds of Bucknellians

Helping Hands

A trio of Bucknellians is deeply involved in seeking to develop a new program which finds young men and women of high potential among the underprivileged and then provides the motivation and the means for these youths to avail themselves of opportunities in higher education.

The College Careers Program was begun in 1967 as a project of the Neighborhood Youth Corps of the Community Opportunity Program in Westchester County, N. Y. In 1969, it became a private agency. Serving on the board of directors since 1967 is Mrs. Leonard Block, the former Naomi Farr '49. Elected in 1968 to the board were Mr. and Mrs. Harry Staley '52. Mrs. Staley is the former Madeleine J. Rothschild '52.

The program is not just another project seeking to help the disadvantaged. CCP directors believe there is a "missing link" in all the programs seeking to aid underprivileged minority groups. The "missing link" is a middle area between those programs assisted by colleges and universities for the better or marginal students and the technical-vocational projects aimed at youths unsuited for higher education.

A student in the College Careers Program sets off for a new adventure and a new future via higher education.

The Westchester County Program seeks out youths who have the raw potential to attend college but whose path is blocked by poor preparation, a consistent record of failure or dropout in school and on the job, lack of understanding of what college has to offer, drug addiction, police records, lack of family support and encouragement — all the pitfalls and problems which a bright young man or woman encounters in an environment of poverty.

The program focuses on the ability of four counselors—one white woman and three black men—who literally pound the pavements, enter the ghetto homes, or go to the jails, courtrooms and hospitals to find and identify youths with potential—and problems.

And they have found these youths in greater numbers than anticipated —young people who are not certain of their future—of what they wish to be—but who know that they don't want to be dishwashers, grease monkies, waitresses or broom pushers.

Once discovered, the critical task of recruiting and motivating the young people to achievements via education falls to the counselors. Support comes from others in the program, but the key concept of the effort is the sympathetic, personal relationship of the counselor and the student. Each young person must be convinced that he or she has the mental ability to succeed and that college is a realistic goal. In short, he must be shown that this is a true way out of the ghetto.

None of this takes place in a vacuum. It takes the support of the community to succeed. Begun in part with federal grants, the work now is proceeding with private donations and its future success will depend on how clearly local citizens define their stake in the project.

Thus far, 80 young people have

Naomi Farr Block '49

been enrolled during the two years of the college program, and 63 are expected to finish the 1968-69 school year. Of the 17 not in school, one graduated, three are in the armed services and 13 are out of school. All but two of the 13, however, plan to return to their studies.

That's the record. It has been accomplished by continuing counsel, a thorough testing and placement service which fits the student to the school, and plenty of volunteer work which finds summer jobs and other opportunities for the young people.

Since Westchester County, N. Y., has one of the highest per capita incomes in the nation, it may seem that those who are involved so directly should have little concern about raising funds. But local community action is not that easy—even where the potential for financial support is so high.

The three Bucknellians involved are working hard to make this program succeed. Naomi, who lives at 633 Shore Acres Dr., Mamaroneck, N. Y. is married to Dr. Leonard Block '47, a dentist. Mr. and Mrs. Harry Staley reside at 29 Montrose Road, Scarsdale. They have two children. Harry is with Marts and Lundy, fund-raising counselors, and is now at his alma mater helping on the 125th Anniversary Challenge Campaign.

City Redevelopment

Altoona, Pa., a one-time railroad town, is working on its second hundred years as a city with an ambitious 62.5 acre downtown renewal project under contract and ready to transform an inherited liability into a civic asset.

One of the men at the center of the action is William C. Bellamy '53, executive director of the Altoona Redevelopment and Altoona Housing Authorities. Bill spearheads a $22 million urban renewal program (which covers 157 acres in total) and a $5 million, 316-unit public housing program supervised by the two city authorities.

Altoona marked its first century of existence as a corporate body at a Charter Centennial Celebration in February 1968. At that time the city had some 200 miles of streets, 23,000 residential and apartment dwellings, a 14,000 public school enrollment in 28 schools with 650 teachers, 100 churches, two hotels, 122 firemen, 100 police and a population of some 69,500. The Altoona Campus of Pennsylvania State University—with about 1000 students—is also a resident of the city.

Bill Bellamy, who was elected president of the Pennsylvania Association of Housing and Redevelopment Authorities, has already established a reputation in the area of urban renewal. After receiving his B.A. degree in political science at Bucknell, he studied at the Fels Institute of Local and State Government, Wharton School, University of Pennsylvania, receiving his master's degree in governmental administration in 1955. In the past decade, he has returned to school each year for additional graduate work in his chosen specialty.

Bill's first assignment was in Arlington County, Va., where he headed a systems program for urban county government from 1957 to 1961. He moved to York, Pa., as assistant executive director of the York City and York County Redevelopment Authorities, receiving promotion to executive director in 1962. He moved from York to Altoona in 1965.

Two renewal projects, totalling 33 acres, have been completed and

William C. Bellamy '53

closed-out during Bill's tenure. These are for industrial and hospital use. Tied to the 62.5 acre downtown project is a 95 acre project to provide land for school expansion and a new library, new technical high school and mall area are now being developed on seven acres of this project.

Now the ninth largest city in Pennsylvania, one of Altoona's most famous landmarks from the railroad era is the "horseshoe" curve on the Penn Central. But it has begun building a new future, and Bill Bellamy is helping to shape the city's image for tomorrow.

Medical Researchers

Two Bucknellians, both obstetricians and gynecologists, have recently collaborated on several publications related to their specialty.

Dr. David R. Halbert '60 and Dr. John R. Loughead '49, reported on clinical experiences with a rare pregancy complication, "An Acardia Amorphous Twin Presenting Soft Tissue Dystocia," to be published in a summer issue of *The Southern Medical Journal*. Earlier this year their study, "Uterine Didelphys: Pregnancies Alternating in Each Hemiuterus," was published in the *Journal of Reproductive Medicine*.

Dr. Halbert is a graduate of the School of Medicine, University of

Pennsylvania, and is currently completing his residency in obstetrics and gynecology at Duke University Medical Center, Durham, North Carolina. He is president of the District IV Junior Fellowship of the American College of Obstetricians and Gynecologists.

Dr. Loughead, a Jefferson Medical College graduate, maintains professional offices in Lewisburg and Reading, Pennsylvania, and serves as Chief of the Department of Gynecology at Reading Community Hospital. He is also a member of the faculty and active medical staff at the Hahnemann Medical College and Hospital of Philadelphia.

New Playwright

"Frozen," an experimental one-act play utilizing psychedelic lighting and rock music, received a warm reception during its two-day engagement at the Clark Center of the Performing Arts in New York City. The play was one of four chosen for premiere presentation by the Directors Theater of the City University of New York.

The playwright, Mrs. Melvin Denholtz, the former Elaine Grudin '48, admits to being over 30. She is the mother of two sons, now in high school, and a daughter in grade school. Her husband, Dr. Melvin Denholtz '48, attended Bucknell for three years and received his D.D.S. degree from Temple University in 1951.

Interested in a new form of drama where all media—music, art, sculpture, dialogue—join for a totality of experience, Elaine believes the theater is moving toward one-act plays because of their tighter form. "Frozen" has four characters — father, mother, boy and girl — and is described as about "the dead who are living and the living who are dead."

A Phi Beta Kappa member who received her B.A. degree in English with *cum laude* honors, Elaine is described by Melvin as "a great literary talent, but a rotten cook." Now an instructor of American literature and communications arts at Fairleigh Dickinson University, Elaine earned a master's degree at Seton Hall University. Most recently, she won the Doris Bell Paiss Award in Philadelphia for her one-act play, "Judge Not." She has also authored two novels, *Hymie's Garden* and *Refresh Me With Apples*, the latter now being considered for publication.

Elaine Grudin Denholtz '48

A photographer by avocation, Melvin is assisting Elaine in the preparation of another work concerned with contemporary American expatriate artists. As a husband-wife team, they have photographed and interviewed artists in Spain, Israel and Mexico. The first chapter of this project, won a first prize from the Philadelphia Writers' Conference.

The Denholtz family resides at 13 Birchwood Drive, Livington, New Jersey, 07039.

Historic Discovery

A Bucknellian, now a professor at Oswego State University in New York state, has discovered three wooden chests containing between 10,000 and 12,000 letters that scholars thought had been burned in 1889 and that reveal President Millard Fillmore as both an attractive, cagey widower and a leader of conservative forces hoping to stave off the Civil War.

The papers were found late in 1967 by Prof. Charles M. Snyder '33 in an unoccupied mansion willed to Oswego State. Professor Snyder, who is now on sabbatical leave to catalogue the documents, said they were found among stacks of wired storage boxes containing a Buffalo lawyer's correspondence.

Among the letters were more than 70 from Dorothea Dix, the crusader for reform of treatment for the insane, expressing "a deep personal interest in Fillmore during his years as a widower."

A second set of letters—described by Snyder as "intriguing" — were from Ann Ella Carroll, daughter of a Maryland governor and a ghost writer for Fillmore during his unsuccessful campaign to regain the presidency.

The find of the letters was originally reported in a copyrighted story in the Syracuse Herald-American and later by the Associated Press.

Fillmore "made an attractive figure . . . A real catch for anyone," the historian said. But he added that calling the Dix correspondence "love letters" is "really jumping ahead."

He said the first letter from Miss Dix was written in 1850 when she "called his attention to some professional matter."

Snyder said the letters show her "deep personal interest and concern" for the health of Fillmore and his first wife. They became more personal after her death, about a month after he left the presidency.

The letters "were certainly very cordial, but beyond that, a romance is not indicated."

In 1854, after the death of Fillmore's daughter, Miss Dix wrote to him:

"I live to fulfill the office of consoler and friend to those who are bound very closely by a sincere friendship. I only want you to tell me that you are but bodily ill."

In other letters, she was particularly solicitous about his eyes, which troubled him.

Snyder said he could not tell from the correspondence whether the two were seeing each other between letters. But Miss Dix's letters do indicate that she was getting regular replies from Fillmore.

Other correspondents included Zachary Taylor, whom Fillmore succeeded when Taylor died of typhus after 16 months in office, Stephen

Douglas, Horace Greeley, William Seward and Franklin Pierce.

A member of the faculty at Oswego for more than two decades, Dr. Snyder received his M.A. degree from Bucknell in 1933 and his Ph.D. from the University of Pennsylvania. He is married to the former Mary Burrowes '34.

Works of Poetry

Word Paintings, a book of poems by Miss Grace Gibbon Arnott '36, was published recently by the Nutmegger Press. The author is a teacher of English and art in the Wyoming (Pa.) Junior High School.

Though this is her first published poetry collection, Miss Arnott's work has appeared in "Bucknell Verse," and several editions of the "National Anthology of Teachers and Librarians."

The poems are cursive and candid "Word Paintings" of events and emotions that have made a lasting impression on the poetess and they are rendered with simplicity of language and directness of style. "Space Plan" may serve as an example:

I planned my life
In shapes and squares;
To each a space.
To give you part
Would break my plans.
For you—no place—
You hold me true!
I now have space—
I did not plan
On losing you.

Lies is another first book of poems. Its author, Charles K. Williams, began studies at Bucknell with the Class of 1958. After an interim of travel in Europe, he graduated from the University of Pennsylvania. He lives now in Philadelphia with his wife.

Mr. Williams, whose first collection is published by Houghton Mifflin Co., has published poems in *The New Yorker, Poetry* and other literary magazines. The collected poems are not pretty. They do not seek to be ornamental or oracular. But there is an emotional vision which shapes the whole, one glimpse to be seen in "The World's Greatest Tricycle Rider:"

The world's greatest tricycle-rider
is in my heart, riding like a wildman,
no hands, almost upside down along
the walls and over the high curbs
and stoops, his bell rapid firing,
the sun spinning in his spokes like
a flame.
But he is growing older. His feet
overshoot the pedals. His teeth set
too hard against the jolts, and I am
afraid
that what I've kept from him is what
tightens his fingers on the rubber
grips
and drives him again and again on
the same block.

Both works can be ordered through the Bucknell Bookstore.

Wins Election

The new president of the Student Bar Association at the Syracuse University College of Law is Richard B. Boddie '61. A second year student at Syracuse, the fledgling advocate took as his campaign theme these words of Edmund Burke: "All that is necessary for the forces of evil to win in the world is for enough good men to do nothing."

Dick, who expects to win his law degree in 1970, impressed his fellow students by the vigor of his campaign and his sympathetic approach to the problems of underclassmen. The size of his election victory apparently surprized the "political analysts" at the school.

Richard B. Boddie '61

But it didn't surprise Dick, who gave up a budding career in banking to prepare himself in a new profession. Married to the former Ann Snellings (St. Paul's College), they are the parents of two daughters, Jordana, 4; and Roxanne, 3. Dick was assistant branch manager at Lincoln Rochester Trust Company, Rochester, N. Y., from 1963-67, when he decided on a career in law. He now serves as a law clerk with Crystal, Manes and Rifken, Attorneys at Law, in Syracuse.

A member of Delta Upsilon fraternity as an undergraduate, Dick received his B.A. degree in political science. He tells us that "the absence of headlines from Bucknell gives *me* hope that those 'powers that be' and students at *my* school are 'doing their thing' with REASON.

"Please give my best to all who remember 'The Shadow' and especially to these people who helped me learn, the friends who helped me grow and the institution that taught me the value of education and life."

Local Elections

John J. Baker '55, running as a write-in candidate on both Republican and Democratic tickets, won the Democratic nomination for mayor of Lewisburg in the primary election on May 20.

John, a resident of Lewisburg since 1951, announced his candidacy only two weeks before the balloting. He received 221 write-in votes on the Republican ballot and 98 on the Democratic ballot. A former mayor, Baker Kohler, received 396 G. O. P. votes to win over incumbent Mayor Thomas Summers, who polled 386 voters. John Baker will oppose Baker Kohler in November.

A member of Phi Lambda Theta fraternity as an undergraduate, John received his B.S. degree in biology. He is an account executive with North American Food Services, Harrisburg. His wife, Barbara, is a 1954

graduate of Columbia University. They are the parents of three children: Bonnie, 12; Bruce, 11; and Lisa, 5. The Bakers reside at 612 Pennsylvania St., Lewisburg.

At Work In Political Life

A Bucknell Alumnus, William H. Dannenberg, Jr. '62, is deep in the action of the mayoral race in Pittsburgh.

An assistant director of public information in the Department of Labor and Industry, Bill has been named press secretary by Republican John K. Tabor in his candidacy for mayor of Pittsburgh. Tabor resigned his post as Secretary of Labor and Industry in Governor Raymond Shafer's cabinet to enter the race for mayor.

Bill, who received his B.A. degree from Bucknell and served on the staff of *The Bucknellian,* spent five years on the editorial staff of the Allentown Call-Chronicle before joining Tabor's staff in 1967. Tabor at that time was Secretary of Internal Affairs—a post that has since been abolished.

A member of Theta Chi as an undergraduate, Bill also served on the staff of *Touche.* He is married to the former Louise A. Keyser.

New Publisher

Reginald A. Hubley '52 has been appointed publisher of *Aviation Week & Space Technology,* a McGraw-Hill publication.

Mr. Hubley joined McGraw-Hill in 1952 as an advertising sales trainee in the Atlantic Region. In 1954, he became an advertising salesman for *Electrical Construction and Maintenance,* and *Electrical Wholesaling.* He was appointed advertising sales manager of both publications in 1959, and was named publisher in 1963. In 1966, Hubley was made publisher of two additional magazines: *Scientific Research* and *Nucleonics Week.*

A member of Kappa Sigma fraternity at Bucknell, Reginald received his B.S. degree in commerce and finance. He is married to a classmate, the former Nancy Schreiner, and they have two children.

Earl C. Lyon '51

International Consultant

Earl C. Lyon '51 was recently elected vice president of Lippincott & Margulies, Inc., international marketing, communications and design consultants. An article describing the work of the firm appeared in the May issue of *Fortune* Magazine.

Earl was previously a vice president and group management supervisor with Campbell-Ewald Company in New York and Marketing Manager with Chas. Pfizer & Co.

A member of Delta Upsilon fraternity as an undergraduate, he received his B.S. degree in biology. Although they now reside in Mountain Lakes, N. J., the Lyons are still a Bucknell family. Earl is married to Chris Riley, also class of '51. They are the parents of two future (hopefully) Bucknell students, namely Michael Henry and Jeffry Earl.

Directs Foundries

H. Spencer Carlough '50 has been promoted to the newly created position of manager of operations for Vulcan Mold and Iron Company, a division of Vulcan, Inc. In his new post Mr. Carlough will have overall responsibility for operations of Vulcan Mold's three foundry plants at Latrobe, Pa., Trenton, Mich., and Lansing, Ill., with headquarters at Latrobe.

Mr. Spencer has been plant manager of Vulcan Mold's Trenton, Mich., plant since 1962, when he joined the company to assist in construction and start-up of that plant. He came to Vulcan from the post of general foreman of the ingot mold foundry of Bethlehem Steel. He had been employed by Bethlehem for 12 years.

Spencer is a graduate of New York State Maritime College with a B.S. in marine engineering and of Bucknell University with a B.S. in mechanical engineering and a master's degree in business administration. He is married to the former Emily Kelly '46 and the couple has four children. They will take up residence in Latrobe shortly.

A Family Affair

It was something of a reunion in April when three members of the Kendall family acted as delegates from three different universities at the inauguration of President Frederick P. Sample of Lebanon Valley College.

A self-described "army brat," Mrs. Ann Kendall Monteith '65 marched in the academic procession as the representative of Bucknell. The official delegate from the University of Arkansas was Ann's father, Major General Bruce E. Kendall. Her mother represented Little Rock University.

Ann, now director of publications at Lebanon Valley College, is married to James R. Monteith '63, an account executive with Michener Associates in Harrisburg. She had many homes throughout the world before her 1961 graduation from Washington-Lee High School in Arlington, Va., and her matriculation at Bucknell.

General Kendall is a native of Arkansas, a product of ROTC and the University of Arkansas, Class of 1933. The first seven and one-half years of his army service were spent in the Civilian Conservation Corps in Arkansas. As a second lieutenant at the age of 22, he was the youngest regularly assigned camp commander in the country. Now vice commandant of the Industrial College of the

The Kendall family in academic attire as inaugural delegates.

Armed Forces, based at Fort Leslie J. McNair, Washington, D. C., he returned recently from a tour as commanding general of the U. S. Army in Japan.

Ann's mother is the former Betty Jane Billingsley, a native of Little Rock, Ark. She graduated from Little Rock Junior College before transferring to the University of Arkansas, where she met her future husband. For six years, 1935-41, she served on the faculty of the Junior College.

A handsome addition to the formal proceedings, the three Kendalls were glad for this chance to march in an academic procession on a neutral campus.

Heads Foundation

Campbell Rutledge, Jr. '33 was elected in April as a trustee and president of the Corning Glass Works Foundation. The Foundation is a charitable corporation which contributes to the support of health, welfare, educational and scientific activities.

Mr. Rutledge, who received his B.S. and M.S. degree in chemical engineering from Bucknell, is a vice president of Corning Glass Works and director of sales and public relations for the company. He has been associated with Corning since 1938.

Racing Official

When the first race was run on July 10 at Liberty Bell Park, Philadelphia, one of the men who laid plans for the season was J. T. (Tom) O'Brien '55. Tom was named (in April) as executive director of the Eagles Downs Thoroughbred Racing Association which will conduct 50 days of pari-mutuel racing from July 10 through Aug. 16 and Nov. 16 through Dec. 8 at Liberty Bell Park.

Prior to his appointment, the former Bison quarterback served for nine years as controller and assistant treasurer of Garden State Park, N. J. He joined the Atlantic City Racing Association in 1953 as assistant controller and, except for two years of military service, he was with his hometown resort track until he joined Garden State in 1960.

A stand-out athlete at Holy Spirit High School in Atlantic City, Tom quarterbacked the 1952 Bison football team that extended a win streak for former Coach Harry Lawrence '51 to 16 games. He majored in commerce and finance at Bucknell.

Opens New Firm

Donald L. Tyson '52 is president of a new firm, Viselyde Corp., which has purchased property in Clyde, N. Y., in preparation for doing assembly business for the electronics industry. Employment of 50 to 100 people is projected for the new firm.

Associated for the past 17 years with the electrical and mechanical engineering fields, Donald received his B.S. degree in mechanical engineering from Bucknell. He last served as manager for military marketing with Graflex, Inc., Rochester, N. Y. Prior to this he served as senior mechanical engineer with Schlegel Mfg. Co. and General Dynamics Corp.

Donald is married to the former Beatrice O'Connell and they have three children. The Tyson family resides at 34 San Mateo Rd., Rochester, N. Y.

Oil Executive

Charles F. Kottcamp '36 has been named Director of Gulf Oil's Petroleum Products Department. A mechanical engineering graduate of Bucknell, Mr. Kottcamp joined Gulf Oil Corporation as a sales engineer in 1941. In 1949 he was named chief fuels and lubricants engineer, Turbine and Steam Power Section, Gulf Oil Corporation. In 1957 he was transferred to Gulf Research as staff engineer, Marketing Technical Division. He was promoted to director of the division in 1963, and continued as director of the combined Marketing Technical and Product Service divisions in 1967.

Mr. Kottcamp is a member of the American Society of Mechanical Engineers, having served as chairman of the Fuels Division, of the Gas Turbine Fuels Committee and of the Executive Committee of the Pittsburgh Section; and of the American Society for Testing and Materials. He has served as chairman and vice chairman of its Technical Committee and as a member of the Fuels Committee of its Gas Turbine Panel.

Mrs. Kottcamp is the former Jane Meade. They reside at R. D. 6, Somerset, Pa.

Steel Executive

Robert L. Summers '38 began new duties on May 7 as general manager of Bethlehem Steel Corporation's Steelton, Pa., plant. Bob was advanced from acting general manager

Robert L. Summers '38

of the plant. He has held this position since October 1968.

A native of Milton, Bob received a B.S. degree in mechanical engineering from Bucknell. As an undergraduate, he was elected to Beta Epsilon Sigma, honorary engineering society, and Pi Mu Epsilon, honorary mathematics society.

He joined Bethlehem Steel in 1938 as a member of the Loop Course, management training program for college graduates, and was assigned to the Steelton plant in 1940 as a construction leader in the mechanical department. Through the years he worked in a variety of plant positions, including construction engineer, mechanical; assistant engineer, power; engineer of power; and general foreman of the steam, water and air department.

In 1952 he was named assistant superintendent of the general mechanical department. He was named superintendent of that department in 1960. Four years later, he advanced to assistant to general manager, and last year became acting general manager.

Mr. Summers is a member of Christ Presbyterian Church of Camp Hill, where he is an Elder. He also holds memberships in the Harrisburg Chamber of Commerce, Perserverance Lodge Number 21 of the Free Masons, Valley of Harrisburg Scottish Rite Consistory, Zembo Temple Shrine, Association of Iron and Steel Engineers, and the Colonial Country Club.

He and his wife Ruth are the parents of three daughters and the proud grandparents of two. They reside at 100 Old Ford Drive, Camp Hill.

New Vice President

Theodore R. Armstrong '43 has been elected vice president—southern regional sales manager for Alpha Portland Cement Co. His responsibilities will cover sales from three manufacturing plants in Texas and three terminals, in Georgia, Louisiana and Florida.

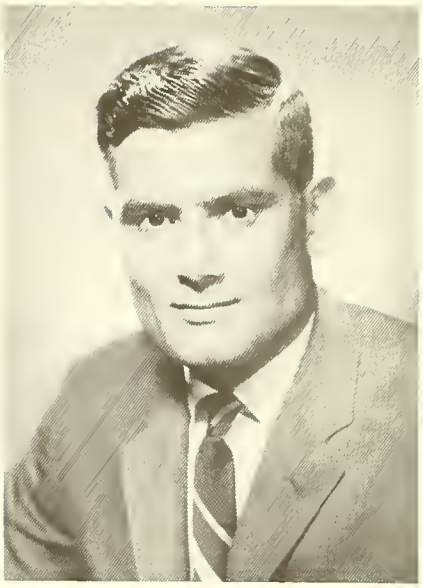
A member of Kappa Sigma fraternity at Bucknell, Ted received his B.S. degree in commerce and finance. He has been with Giant Portland Cement Company, serving as sales manager from 1957 until 1969.

Ted is married to the former Hilda Lundblom and they are parents of a daughter, Barbara, 20. The Armstrong family resides at 6550 Lexington Drive, Apt. 63, Beaumont, Tex.

Special Consultant

Robert L. Lyon '29 has been appointed special national consultant to the Americanism Committee, National Society, Sons of the American Revolution. He will serve without pay.

A freelance writer and critic, Bob's memberships include the Society of Mayflower Descendants, the Society of Old Plymouth Colony Descendants, the Spun Club, and Sigma Tau Delta, national honorary writers' fraternity.



James E. Clitter '55 was recently elected as a group vice president of Avon Products, Inc., New York, N. Y. A member of Delta Upsilon fraternity at Bucknell, Jim joined Avon in 1955 and served as vice president of merchandising for the past three years.

Head Coach Fred Prender (second from right) chats with guest speakers, who were all Alumni, during a break in the Bucknell Spring Football Clinic held on April 19. Talking with Prender are Ken Twiford '62, Franklin and Marshall College; Charles "Chuck" Wagner '59, Oakmont (Pa.) High School; Joseph Brune '56, Loyola High School, Baltimore, Md.; and Tommy Dean '52, East Orange (N. J.) High School. Over 60 coaches attended the one-day session.

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Bucknell's Early Decision Program For Admission September 1970

TYPE OF PLAN

First choice. The student must have determined Bucknell as his or her first choice college, but other applications may be filed.

DEADLINES

All required material listed below must be filed with the Bucknell admissions office before November 1, 1969.

REQUIRED TO BE FILED BEFORE NOVEMBER 1

The application forms and the secondary school record through the 11th grade.

The early decision request form signed by the student, a parent and the counselor.

The results of the junior year SATs taken in March, May or July.

The Parents Confidential Statement through the CSS for those applying for aid.

WHO MAY APPLY

Any student who is certain about attending Bucknell, who has a superior secondary school record, strong scores on the SAT and the enthusiastic support of the secondary school.

NOTIFICATION

All students applying for an Early Decision will be notified by December 1, 1969, and a copy of the letter will be sent to the counselor.

DEPOSIT

A student accepted under early decision will be required to submit a non-refundable deposit of $200 within three weeks after notification.

Application forms and other related material will be available for students in early July.

A student accepted under early decision is expected to withdraw all other applications immediately after receiving notification from Bucknell.

Students denied admission under early decision will be advised that their application has been deferred for later consideration or that the rejection is final.

THE BUCKNELL ALUMNUS

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The Class of 1894

It was our pleasure to meet this summer a member of Bucknell's Class of 1894, a bright and charming woman who was marking her 75th Reunion.

Mrs. Harry N. Hoffman, the former Elizabeth T. Bates '94, resides at 3 North Second Street, Lewisburg. She took time from her gardening to make the trip "up the hill," and thoroughly enjoyed her brief tour of the campus.

We thoroughly enjoyed her visit, too. In fact, we learned a great deal about Bucknell's history from Mrs. Hoffman, and she has promised to provide us with a column from time to time, serving the *Alumnus* as class reporter and historian.

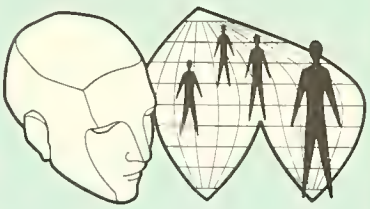
With that as background, here is her first report:

In a recent letter from Mabel Thomas Topping '94, she writes: "Why does the Class news in *The Bucknell Alumnus* begin with 1908? There must be other radiant stars before 1908, including 1894! I realize the ranks are thinning, but other stars are still in the firmament." So I take this opportunity to let you all know three of us "stars" are still "shining": Mrs. William Topping (Mabel Wolfe Thomas '94), who has given up her 13-room home and now lives in a small apartment in a Presbyterian Home, 132 Warwick Rd., Haddonfield, N. J.; Mrs. Gouvernor K. Wattson (Ida G. Greene '94), 407 S. Missouri Ave., Mercedes, Tex., residing in her home with two companions, and myself—still living in the same old home at 2nd and Market St., Lewisburg, which was built in 1813 and where I was born. We all attended the Institute and all are now over 90 years of age.

Times have changed so much since we were in school, I sometimes wonder how the girl students of today would like to live under the 1894 rules of Bucknell . . . (also how we would have responded to the rules of today) . . . Then, Larison Hall was the only girls' dorm; Main College and the Academy were for the boys. Attendance records were kept, and we had to attend Chapel in Bucknell Hall every morning. Lamps were the only lights. Every morning all lamps were taken to a certain room where they were cleaned and filled by Charles Bell, and we had to reclaim them before nightfall. Charles was a runaway slave and quite a character. He rang a big bell for rising, retiring, and for all classes. He once took part in a skit, "The Three Bells," written and acted out by the students. He represented the name "Bell," his big hand-bell was used for the second "bell," and one of the real pretty girls from school was the third "Belle." It was a cute little play and we enjoyed simple things like that so much. There were only a few college girls then, and all lived at Larison under the same restrictions . . . had to have permission to go down town and had to report upon return . . . there were NO evening permissions! Saturday evening was "calling night," hours 7 to 9. The parlor was a long room over the front door where every girl received her caller—and there was no extension of that 9 o'clock deadline!

Mrs. Harry Hoffman, the former Elizabeth Bates, Institute 1894, studies plans for new University Center. A resident of Lewisburg, she marked her 75th Reunion in June and is the second oldest living alumna of Bucknell.

The Varied Worlds of Bucknellians



THE BUCKNELL ALUMNUS, Vol. LV, No. 3, October, 1969. Published by Bucknell University, Lewisburg, Pa. 17837. William B. Weist '50, Editor. Photos by Ralph Laird. James E. Pangburn '54, President, The General Alumni Association. Dr. Melvyn B. Woodward '53, Director of Alumni Relations. David W. Hayes, Associate Director.

At Commencement we had three days of activities, including band concerts, with big name bands of the times. They played on the field by Tustin Gym, and the hillside formed a natural amphitheatre for the spectators. They were lovely events.

Living in town I have seen the many changes over the years . . . the new buildings . . . more students and professors . . . more liberties. And I wonder if the students and graduates of today, with all their apparent advantages and freedoms, are really any happier than we were with our limitations and restrictions.

Perfect Average

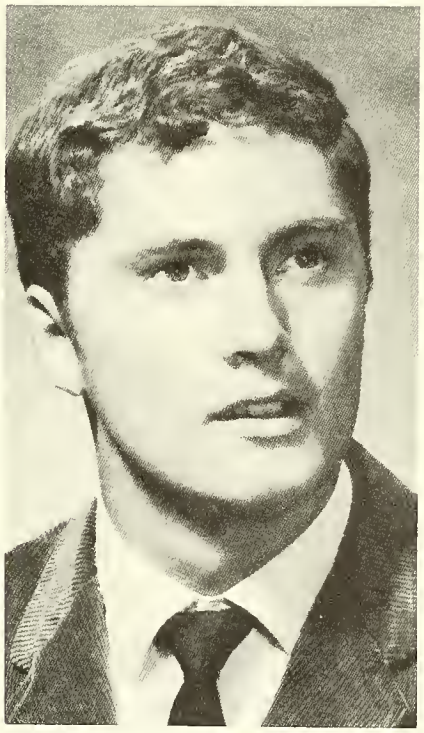
Ronald P. Billings, the top ranking student in Bucknell University's Class of 1969, has been honored as one of the outstanding chemistry and chemical engineering students in the nation. Ronald, who received the bachelor of science in chemical engineering degree summa cum laude and was the first Bucknell student in 18 years to graduate with a straight-A average, won the 1969 *Chemical and Engineering News* Award of Merit.

Thirteen of these awards were presented to students throughout the country for successfully combining high scholastic achievements with demonstrated accomplishments in extracurricular activities. The winners were chosen from among 142 students nominated by faculty members and advisors of American Chemical Society student affiliate chapters.

Mr. Billings, who was elected to both Phi Beta Kappa, national scholastic fraternity, and Tau Beta Pi, national engineering fraternity, received the highest grade-point average possible at Bucknell. He served as vice president of Phi Beta Kappa, corresponding secretary of Tau Beta Pi, and editor-in-chief of the Bucknell Engineer, a quarterly magazine published by the students in the College of Engineering.

Ron was also elected to Omicron Delta Kappa, national leadership society for senior men, was a member of the student chapter of the American Institute of Chemical Engineers, was on the freshman basketball and track teams, and was on the varsity basketball squad for one year and the varsity track squad for three years. He was the recipient of the Tau Beta Pi Prize for the highest scholastic record of freshman engineering students, and the George R. Faint Prize for excellent scholarship during his first three years at Bucknell, and at Commencement received the Oliver J. Decker Prize for attaining the highest average in engineering.

Mr. Billings was nominated for the C&EN award by Dr. Robert E. Slonaker, Jr., professor and chairman of the department of chemical engineering at Bucknell. Other winners of the award were from Augustana College, California Institute of Technology, Hampden-Sydney College, Illinois Institute of Technology, North Carolina State University, Purdue University, Rice University, the Universities of Minnesota, Notre Dame and Oklahoma, and Wartburg College.



Ronald P. Billings '69

The son of Mr. and Mrs. William S. Billings, Hillendale Road, Toughkenamon, he is a 1965 graduate of Kennett High School. Ron has indicated that he will either work for Mobil Oil Company or attend Harvard Law School.

Guiding Apollo 12

Watching the history-making steps of Neil Armstrong as he climbed down onto the surface of the moon was a thrill that Bucknellians will not forget. The thrill was far more intense for a man who was instrumental in getting the astronauts to their destination and back—John E. Williams Jr. '60.

John is head of the Apollo Guidance Program Section in NASA's Manned Spacecraft Center in Houston, where all manned space flights are controlled from launch to recovery.

Formerly of the Class of 1954, John served in the U. S. Navy after a year at Bucknell, then returned to the University to complete his degree in Civil Engineering. Before joining NASA in 1964, he served as an engineer with Bell Telephone Laboratories in New Jersey.

John lives with his wife, the former Anne Campbell '60, and two children in Houston.

Medical Missionary

Another Bucknellian is among those who choose to dedicate their efforts to selfless and humane goals in the modern world. One of Bucknell's outstanding contributors in service to humanity is Dr. Frederick R. Hunt '53, who left in August for Meshed, Iran, to work as a medical missionary in the Presbyterian Hospital there.

Dr. Hunt's first service, after graduation, was three years of duty in the U. S. Navy, aboard the U. S. S. Leonard F. Mason. However, after his discharge in 1956, Dr. Hunt decided to enter the field of medicine. He received his M.D. degree in 1962 from the University of Marburg, Germany. During his five years in Germany, he was not content to remain in scholarly seclusion, but traveled extensively throughout the country, even going on tour with the university basketball team, of which he was a member. He returned to the U. S. to serve his internship at Bonn Secours Hospital, in Grosse Pointe, Michigan, in 1963, and his residency

See Page 26

Above: Dave Hesser '69, left, Mrs. Allen and Julie, Sue Francisco '70, and Diane Langdon '70, hidden behind Sue, at Geneva Lake. Below: Students on Treasure Mt. look north toward Capitol Peak, left, Snowmass Mt., and Hagerman Peak, right.

Above: Chair Mt. (12,721') mapped by Scoby Beer '69. Below: Pierre Lakes (12,200') was site of highest base camp for geologists. It resembles a lunar landscape, is nothing but rock, but did provide a tranquil setting.

Classroom

IT'S an unusual place for a classroom, without roof or walls—so vast and wild that a man could go for days and not see anyone. Yet it is this untamed wilderness in the Elk and West Elk Mountains of Central Colorado that has served for the past five summers as classroom and laboratory for Dr. Jack C. Allen, associate professor of geology at Bucknell, and a group of his top-ranking students, one of whom is a research participant under an NSF Undergraduate Research Participation Grant.

In June, Dr. Allen and his students arrive in Colorado, where mountains are really mountains, towering up to 14,000 feet into the clear blue sky. The students, strictly "easterners," are usually impressed with the first mountain that they see—snow-covered Mount Sopris, which reaches a height of about 13,000 feet—and ask anxiously, "We're not going up anything like that, are we?" Little do they realize that beyond the surrounding foothills, at their destination, are four mountains, all of which are over 1,000 feet higher than Mount Sopris.

Most of the area, located about 40 miles west of Aspen, is set aside as a Snowmass Maroon Bells Wild Area, and so is penetrated only by footpaths, which wind through the vast aspen and spruce forests and past the snow-fed lakes and pure crystal streams (whose abundant fish, it may be noted, the group has little time to sample). Even as late as June, the snow on the mountains may still be so deep that they cannot penetrate the upper reaches, and the group must wait until the July sun brings more thorough thawing before they can study these areas. In addition to the problem of heavy snow, Dr. Allen and his group are often victims of generally unpredictable weather. In 1967, for instance, after six weeks of hot, dry weather brought a quick thaw and easy working conditions, almost constant rain throughout the second half of the summer made work extremely difficult and uncomfortable. But, regardless of rain, snow, and thin air, Dr.

ON OUR COVER: Joan Allen and daughter Julie, age 2, crossing Snowmass Creek on log bridge. Hagerman Peak (13,841') is in background. Though of tender years, Julie enjoys hiking.

Above: Avalanche Lake (10,695') and Avalanche Peak (13,400') also served as a base camp. Below: One of the better roads leads to Mt. Sopris (12,953'), the area studied by Ken Foland '67, but travel is mostly by foot.

Above: Scoby Beer '69 studies ridge which contains contact between igneous granite and sedimentary maroon sandstone. Below: Scoby Beer '69 rests at Alpine Lake, whose non-polluted waters were described as "the best anywhere."

Without Walls

Photos by Dr. Jack Allen

Allen and his students continue their rigorous outdoor work.

Another problem, which affects newcomers especially, is that of judging distances. The mountains are so much larger than any in the east, and a person can see so much farther through the thin, dry air, that distances can be grossly misjudged. A person not accustomed to the environment may think he can reach a point in an hour or two, when it actually will take a whole day's journey. The dangers of this, when the group is dispersed for research during the day, are obvious, since this is a wilderness area, and people are few and far between. Even a holiday fisherman is rare.

As may be judged from the hardships endured by the group, this is no mere frivolous camping trip. Through the findings of this project, Dr. Allen hopes to make a significant contribution to discovering the origin of granite. In the language of the geologist, "The professional goals of the project are (1) to study the granite techtonics (structures) and mechanics of emplacement of granite plutons; (2) to study the petrochemistry of these plutons; and (3) to study the relationships between the granite plutons of the Elk and West Elk Mountains and the Colorado Mineral Belt, as well as relationships to the volcanic rocks of the West Elk Mountains and the regional structure." Dr. Allen explains that, in layman's terms, this means, ". . . we are trying to determine exactly the origins of several large bodies of coarse-grained crystalline rock which geologists call granite. To do this, we study all of the structural elements that are present in these large granite masses and study the variations in the mineralogy and chemistry of these rocks."

To accomplish this, geologic maps of the granite bodies and surrounding geology are prepared in the field, using aerial photographs and topographic maps as base maps. The group also collects structural data and rock samples for later laboratory analysis. Each year, the under-

graduate research participants study a small enough granite pluton to enable them to complete his research within a year, while Dr. Allen is involved in studying a much larger granite pluton—the Snowmass Mountain Pluton.

A week in the field usually begins on Monday with an early breakfast at the main camp, "Swiss Village Resort," owned by the Olyn Parkers, who have welcomed the students into their own home for a number of years. The group then drives as far as the road will take them —"the road" usually being rough, narrow and twisting, with a sheer drop on one side—according to Dr. Allen, "a road not like the average tourist is likely to drive on." The group debarks and loads all the equipment they will need that week in back packs. They will hike for one to six hours to reach the spot that will serve as base camp for the week.

Diana Langdon '70, this year's research participant, described the equipment that she took into the wilds: "An all-weather parka, boots, a rock hammer, a Brunton compass, a notebook and pencil, a bedroll, a foam pad, a Sierra cup, a spoon, dehydrated food, and incidentals such as a camera, extra socks, bandaids, etc." It doesn't sound exactly like all the comforts of home—especially the dehydrated food. But this freeze-dried food is tasty, according to Dr. Allen, "in spite of anything you may hear from the students. After one works hard at this elevation all day, almost anything hot is very tasty." That seems to be a dubious recommendation for the palate-pleasing abilities of the food.

Sue Francisco '70, left, and Diana Langdon '70 make ready to begin a new day of study in the field.

AT base camp, tents are set up and equipment unloaded. Since they will remain at the same base all week, there is no need to carry the full packs everywhere. Next morning, work begins with a quick breakfast at dawn. The group then gathers up notebooks, rock hammers, aerial photos, and topographic maps, and sets out to study and record data that will later be used to make a geologic map of the area. They take numerous rock samples, which by the end of the week will amount to several pounds that have to be carried out in the back packs. Luckily, the weight of the packs, by this time, will have decreased because the food, hopefully, will have been eaten. Nevertheless, each member of the group may be carrying forty pounds on his or her back.

At the end of a day in the field, the only recreational activity provided for the group is the one they need most —sleep. At that elevation, because of the thinness of the air and the vigorous activity, everyone is usually totally exhausted by dinnertime, regardless of how excellent is their physical condition. As far as being in shape is concerned, Dr. Allen says that "coming to Colorado is almost like starting over." So, after the dinner dishes are washed in a cold stream (around 40 degrees), most of the group goes to bed, while those who aren't completely done-in talk around the campfire.

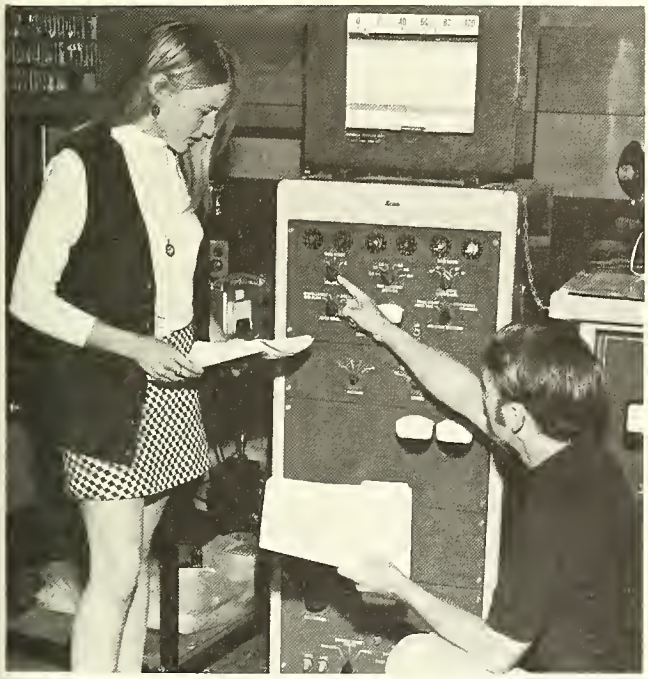
It should be obvious by now that this work calls for a very special, extraordinarily patient kind of person. Not only must they withstand the rigors of hard work, but they must put up with an almost continual lack of comfort, as well as numerous small annoyances, when they return to camp. Dr. Allen says of the kind of student who can be most successful in the field: "It cannot be a catastrophe for him if his meals are a few hours late, or a porcupine has chewed a hole in his best pack, or if he has just been thoroughly soaked to the skin by a drenching rain." Considering the kind of food the group carries with them, it is no wonder that they would tend to develop a stoical attitude toward late meals. However, not all people are able to rise above such inconveniences. Some are totally consumed with simply existing, and have time for little else. The best, though, go beyond physical discomfort to perform good scientific work as well. As Dr. Allen sees this: "Even though you frequently get rather exhausted working hard in the high altitude, you still seem to devote more of your mental capacities to the scientific problems at hand. I suspect you can partially account for this by the excellent physical condition of the participants and to a certain inner peace that one feels in such a wild, unspoiled, aesthetically pleasing environment. Also, I should note that I try to teach more than geology out in the field, for I believe that you can appreciate more fully those things which you know in at least some detail. For this reason, I try to teach something about the total environment—flowers, trees, birds—and even some non-professional astronomy."

Finally, on Friday, the group breaks camp, and heads back for their first baths and real food since Monday. It is on the weekends that they can indulge in the more civilized activities of doing laundry, writing letters, and relaxing. But it is not a period of total disengagement from the project. They continue to work on the data collected from the previous week, and must pack their meals for the week to come.

NOR does the end of the summer mean the end of work for everyone. When he returns to Bucknell, the student research participant must cut thin slabs from each rock, and have a thin section made for examination. Using the petrographic microscope and X-ray diffractometer, he studies their mineral components. He also prepares a final geological map from the field data, and then prepares a final report from his interpretations of data, and studies of the rock sections.

Prof. Jack Allen, wife Joan, and daughter Julie on geologist's holiday hike to Geneva Lake.

Ken Foland '67 examines view across Avalanche Canyon to Elk Ridge.



On return to campus, work begins in geology laboratory. Dr. Allen is explaining use of X-ray diffractometer to Diana Langdon '69.

Dr. Allen, although a thoroughly professional geologist, is first and foremost a teacher. He says of the results of his project, thus far: "Although I am proud of the contributions to geology which have come to the project, I am not impressed out of all due proportions. It is much more important to me . . . that the students learn how to analyze a problem on their own . . . I have been able to see each student mature both personally and academically as a result of the responsibility thrust upon him by the project."

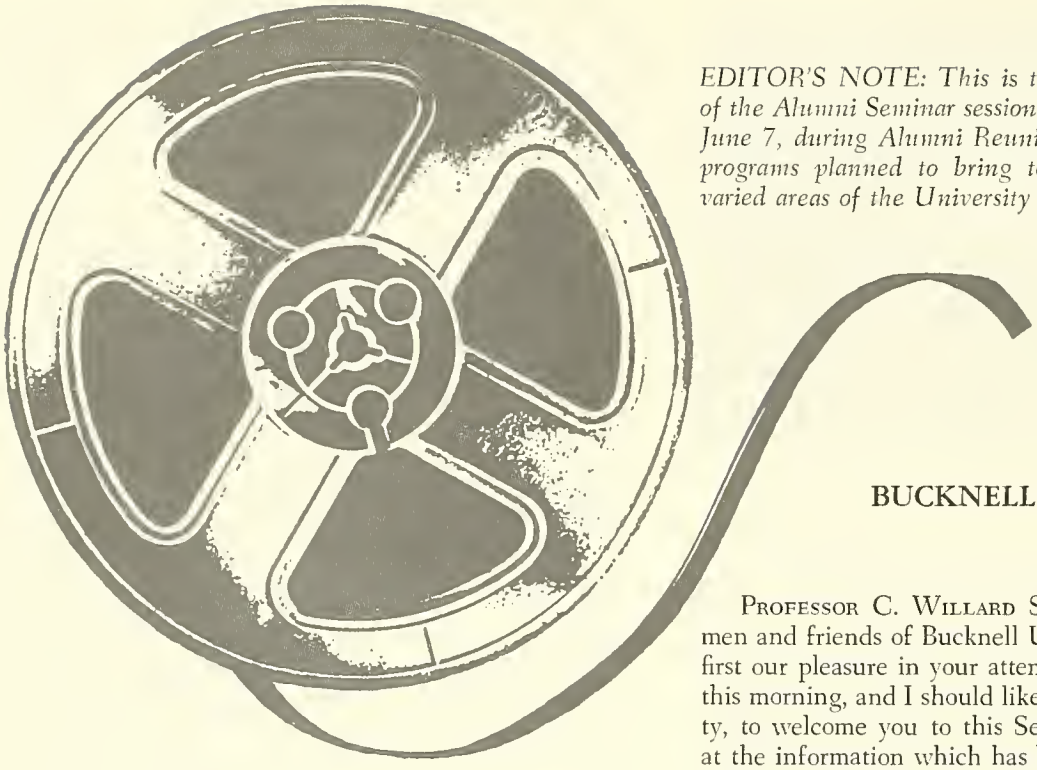
This maturing process is enthusiastically attested to by the students. Ken Foland '67, who worked as research participant in 1966, says, ". . . The research proved to be very exciting and rewarding . . . the project gave me a more accurate picture of scientific research—one which was not immediately obtainable in courses." His idea is backed up by Avery (Scoby) Beer '69, research participant in 1968: "The student must learn to work and think in a professional scientific manner. He is forced to make use of his classroom knowledge in the field."

But there is more than professional or academic growth involved. Diana Langdon, the only female thus far to hold the position of research participant, observes: "Aesthetically and personally, I gained a lot, too. I enjoyed the loneliness, the simplicity and the naturalness of the mountains. I revel in the thought that I was seeing alpine meadows and lakes and wildlife that few people chance to see . . ." She adds, "Learning to live so closely to and to depend so strongly on so few people for a week . . . was both horrible and wonderful."

We are sure this enthusiasm for the project would be echoed by the other two students who took part in past field studies in Colorado: Rick Groshong '65, in 1965, and Steve Pollock '68, research participant in 1967. Rick is presently working on his Ph.D. at Brown, as is Ken Foland. Steve is doing graduate work at the University of Maine.

WHILE Dr. Allen and his students are doing research in the mountains of Colorado, the other members of the geology department are far from confining themselves to the classroom, for the Colorado project is only one example of the department's attempt to integrate field and laboratory research. Professor Richard Nickelsen, department chairman, is conducting research in central Pennsylvania, and is also involved in a research project in Norway. Last summer, he took two students, Alan E. Kehew '69 and Alfred P. Canepa '70, with him to Norway for research on the "tectonics (structures) of the Valdres Saparagmite and associated rocks." This research, the transportation to and from Norway and the expenses for two months there this summer have been financed by a two-year grant of $16,700 to Dr. Nickelsen by the National Science Foundation.

Dr. Nickelsen, who feels that the opportunity for travel and foreign study is an especially rewarding part of an undergraduate education, also conducted research on this project in Norway last summer and was assisted by Terence P. Hubka '69.



Living In a Changing Society

EDITOR'S NOTE: This is the tape-recorded transcript of the Alumni Seminar session held on campus, Saturday, June 7, during Alumni Reunion. It is one in a series of programs planned to bring together for discussion the varied areas of the University community.

BUCKNELL TODAY

PROFESSOR C. WILLARD SMITH: Ladies and gentlemen and friends of Bucknell University, I should express first our pleasure in your attendance here at this meeting this morning, and I should like, on behalf of the University, to welcome you to this Seminar. If you have looked at the information which has been presented to you, you will observe one thing that is quite apparent; that is, we represent collectively several stages in the development of Bucknell University. I talk about myself first of all. When your children arrived on the campus, I thought that it was great, but now that your grandchildren are arriving, I begin to wonder a little bit. At any rate, I think that I hold the distinction here of representing what we might call the generation *gaps*. Some of my colleagues represent the gap, and then there are two people here fortunately, Miss Taylor and Mr. Feir, who represent the generation itself; and so we are concerned about what is happening at Bucknell University from the point of view of all of us here, and I should like to introduce the members of this panel: Miss Alice Taylor, of the Class of 1969. Mr. Robert Feir, also Class of 1969; Professor Manning Smith of the Department of Chemistry and Professor John Kirkland, Department of History. Our moderator this morning is Professor Douglas E. Sturm, Associate Professor of Religion and Political Science. He will explain that title as he makes his opening remarks or closing remarks.

PROFESSOR DOUGLAS STURM: Thank you. As you note from the program, the general topic of the panel is "Living in a Changing Society," which is broad enough to take into account almost everything and anything that one wishes. The panel, however, given the character of this weekend, intends to concentrate during the brief period of its remarks upon the *University* as one aspect of, one manifestation of, one appearance of, change within contemporary society at the present moment of human history. To give an indication of the kinds of issues that the panel wishes to raise, I will observe that Professor Manning Smith will present some remarks concerning the

role of the University itself within a changing world. Professor Kirkland, of the Department of History, will pinpoint some of the shifts and changes in the role of a professor or a teacher in a changing world, and the two students, who are soon to become members of that august body, the Alumni Association of the University, will comment on the role of the student within a changing society. I really haven't the foggiest notion of the kinds of surprises they have for you, but I am going to be, by my own profession, neutral in the entire discussion, which means either I am the man in the middle, or as my wife tells me, the man in the muddle. Professor Smith, would you like to start off?

Professor Manning Smith: I am reminded as I start, of the 8:00 A. M. chemistry class I used to have the Saturday morning of Homecoming Weekend. I think we are faced with a marked change in attitudes and problems in our universities. Many of you came up with the tradition of Bucknell and Christy Mathewson, and a great time that was. Right now, our most distinguished graduate is Philip Roth, and I think there is quite a difference between the two points of view. We have at Bucknell, as have all types of segments of our society, widely differing points of view. We have the students who, in their sincere feelings about the Vietnam War, take it upon themselves to burn their draft cards. We have students receiving a reward from the Daughters of the American Revolution as members of the ROTC unit and expressing themselves as considering this one of the greatest things that ever happened to them; two widely diverse points of view. At this particular University, isolated as we are in the rural area, I think it would be unfair of anyone here to pretend that our problems are nearly as complex as are those at the metropolitan universities. But they are similar. We do have this wide diversity of opinion, sincerely held, and as a member of the community who has been sitting here and watching the University under these circumstances, I myself feel that the University's responses to the crises of differences have been pretty remarkable. The differences are here, the feelings run strong, but so far, and this may be the last time we can say it, there has been enough cohesiveness here to hold this University together. The provocations have been severe, but I believe our responses have been measured so far. As Alumni of Bucknell, you must recognize that American education in general and Bucknell in particular, is in a state of flux. The University you remember is a thing of the past. We need your help and understanding as we move into the troubled future.

Professor Sturm: I should comment perhaps that our intention is to have brief statements like the one presented by Professor Smith from the panel and then to provide maximal time for the audience to ask questions and to respond. Now, I ask Alice Taylor to present her comments about the students in the University.

Miss Alice Taylor: When Bob and I got together to divvy up the goodies about our topic, what are the students' roles in this changing society, I was elected to try and point out some of the reasons why both of us under 25 are not reacting to the college situation in the same way that those of you over 30 did when you were our age. Most of you who have been out of college for 10 years or more grew up during at least one world war and a serious depression. Life was far from easy for many of you when you were our age, and four years at Bucknell, or any other college, was a hard-earned luxury. Certainly, there was a great deal of instability in the world that seemed beyond your control, and the last thing on the mind of a typical college student was anti-establishment activism. The unspoken motto seems to have been: "Work hard! Have fun! But don't rock the boat!"

My generation will never be able to fully appreciate what it was like to grow up in those times, and I wonder if we can be expected to apologize for that. We are growing up in times that are very different—times colored as I see it by several historical events. Among these are the Kennedy Administration, the Civil Rights Movement, the Vietnam War, the influence of our society and our changing morality. Kennedy was elected when our generation was just beginning to realize that the world actually did extend beyond our neighborhoods, and under his influence, the nation began to take its young people seriously. This new attitude coincided with the fullness

Panelists for the June session include, left to right, Dr. John D. Kirkland Jr., Miss Alice R. Taylor '69, Dr. C. Willard Smith, Dr. Douglas E. Sturm, Mr. Robert E. Feir '69, and Dr. Manning A. Smith. Seminar was held in Vaughan Literature Auditorium.

of the civil rights movement. We acted by registering voters in Mississippi, participating in sit-ins, becoming vocal demonstrators and so on. The exposure to the situation of the black man eventually forced us to step back and take a good hard look at our own situation. There is an excellent paper that has been written recently by a professor out in California, "The Student as a Nigger." The author does a clever job of comparing the plight of the college student to that of a black man in the South. He sees both as second-rate citizens who must inevitably stand up and claim their rights. On the Vietnam War—I won't pretend to be able to summarize the effect that this war has had, particularly on our own generation. Suffice it to say that it has been a long time since the nation has had an issue about which so much anti-establishment sentiment has been expressed. The effect of our society speaks for itself. Few college students today are in the sorts of financial bind that many of you were in when you were our age. And perhaps, therefore, we are unjustly accused of not appreciating the experience in just the way you did. Again, it is a hard thing to ask us to apologize for.

Finally, the changing morality: It is almost an established fact that morality *per se* is on the decline and that people are becoming increasingly alienated from traditional values and morals. Within such a context, we, the young people of today, have developed ideas and behavior patterns involving sex, drugs, dress and appearance and even goals in life. They are quite different from those of young people of even 10 years ago. Our enthusiasm toward long hair and yes, Bob, beards, short skirts, marijuana, the pill and our ideas toward religion and codes of ethics tend only to widen the distance between the generations. So there, in the brief few minutes allotted to me, is some idea of where we are at and why. I guess, if I might be allowed to tack on an author's message sort of summary to the end of this, it would be to ask that when you, the Alumni, and you, the parents, hear that women's hours have been abolished or that students are questioning this or yes, perhaps even demanding certain rights, that you take the time to not only examine the reasons why we might be reacting thus, but also take the time to honestly examine why you may be reacting the way you are to these actions. Thank you.

Professor Sturm: Now the second student voice, that of Robert Feir.

Mr. Robert Feir: With that introduction, I am not sure if students are second class citizens or if I am a second class citizen, but in any event, Alice spoke about political involvement as one of the phenomena of our generation.

A recent poll by Gallup Associates indicates that there is some very hard data to back up much of what Alice said. One of the things is that students in fact are becoming involved politically, and one of the manifestations of this is the nation-wide pressure for 18-year-olds to vote. This extends down into the university, and I think it is one of the reasons students are interested in having a role in running institutions such as Bucknell. There is another problem, I suppose, at the end of the article in the *New York Times* describing this Gallup Poll. It states that the biggest complaint of parents about young people is "undisciplined behavior." I would suggest that the behavior of the students is not undisciplined, that it is, in fact, disciplined; but it is disciplined in a different way. It is disciplined around relations with individual people as opposed to particular kinds of rules and particular kinds of strictures upon our actions. I think a primary example of this is when people get upset about premarital sexual relations, which of course, the pill has something to do with. I think that it is fairly safe to say, and there are some data to back this up, that what is involved is, in fact, not promiscuity, that people aren't sleeping around with everybody in sight, but in fact, we are dealing with one to one relationships, and that may still upset a lot of people. But I don't think that it is promiscuity as it is charged. One of the really fundamental things is that I think our goals in life are essentially different from your goals in life.

President Watts charged us last night at our class dinner to see if we would still feel this way 10 years from now when we are married and have children. I would suggest that to a large extent, we probably will, and as the Gallup poll indicated, 29 percent of American college students are determined to become teachers. Teachers don't make a lot of money. Teachers don't have numerous cars and numerous luxuries, as I am sure some of the members of our panel would agree. There is an interesting quotation which I would like to throw in here from a recent article. Roman Gary points out that, yes, the French rebels of Paris last year were well-fed and well-clothed as charged, but he continued, "the so-called French Revolution of 1968 has its roots precisely in the fact that the young intellectuals of Nanterre and Paris could no longer stand to be well-fed, well-clothed, well-educated and settled in jobs in a world where 700 million people are suffering from malnutrition. It is said that the rioting students had no purpose in sight. True enough, they were merely vomiting the world." I also contend that the black revolution which gives rise to the possibility of a black renaissance, and perhaps a renaissance for this country, has a great deal to do with the hope of college students, black and white, that there may indeed be a renaissance in American education.

And finally, the phenomenon of speed. I can remember sitting in the classroom in junior high school not very many years ago and listening to a broadcast of the first American to go up into space. He went up about three or four miles and went down field about 100 miles and fell into the Atlantic Ocean. Next month there is going to be a man standing on the moon. And, I think that is really significant in a technological age and a shrinking world. This is the world that we have been born into. It is the world which we live in. And speed is, in fact, I think the major phenomenon of the changing society with which we must live. President Charles Watts, in what I think is probably the best speech that I have heard him deliver in four years here—to a parent's day

group, I believe, two years ago—said that today's students have grown up faster and to a greater extent than students of any other generation. I think you can tie that back into almost everything that Alice and I have said, and I think it is true.

Professor Sturm: The last panelist is John Kirkland, who will open up the issue of the changing role of the professor, teacher, scholar within the same context.

Professor John Kirkland: No doubt the panel thus far has already indicated to you that the role of professor or teacher has changed. We are dealing with different people, different kinds of people, and people with different concerns, and we don't have much choice about it. Furthermore, we don't really want much choice about it —we like it. I would like to note three areas of change that are having tremendous impact upon the role of the professor, scholar, the teacher. Since I am an historian, you must forgive my generalizations.

At least since the 17th century, being a knower, being a learner, has really been self-justified in a culture in which knowledge was power. Knowledge had been power to control, to conquer, to direct the world and the affairs of men. Most of us grew up thankful that we had at least enough talent to be part of the process of gaining, creating and transmitting knowledge. Certainly, one of the changes we now face is that knowledge is no longer self-justifying. The very process of being a creator, a transmitter of knowledge is not, in fact, good. It is being questioned. The use to which scientific discoveries are put, the goal to which the learning process is directed, it is now quite clear are not necessarily outgrowths of that activity itself. Our society and our students, from two different sides, are asking us why we are doing what we are doing. What are we going to do with the information, the knowledge, the approaches we have, and what effect is it going to have on the world? One of the things that we are beginning to worry about is a kind of information pollution, in which the air the mind breathes is so filled with garbage that nobody knows what to think anymore. It is our responsibility, not only to know these things, but to know what they are worth, to know how they can be used, and to have something to say about what it makes sense to do.

Secondly, one of the major changes I think—and this is both a difficulty and a problem—is that in the past, whether one was primarily a scholar, a researcher or a teacher, it was largely a lonely activity. It was a kind of self-discipline, a kind of self-criticism, a kind of hard-pushing persistence of an individual who directed his research as he directed his classroom by his talent and his ability. One of the major changes occurring now is that research in significant ways can no longer proceed alone. It has too many implications, too many ramifications; there are too many points of view required on what we are doing. We are having to work more together than we ever did before. We have to have more scientists working on the same project in order to assure us of as complete and comprehensive a view about the subject as possible. Given the kind of differences Professor Smith noted, this is not necessarily a kind of get-together with happiness, but the differences we have now are much more evident, more vocal, frequently much more difficult to handle. Perhaps the greatest impact in this regard has occurred in the classroom. It is no longer the case that we can regard ourselves as having something or knowing something which somehow is ours and we can simply hand it out in parcels and boxes as students deserve them or can take them. The learning process is no longer a one-way process. We have discovered that no matter what we know, we have to know it with them, and we have to learn from them. We can't deal simply with minds or part of minds, nor can we simply be minds or parts of minds. We have to deal as whole people, talking as whole people, concerned about a whole situation.

Thirdly, and lastly, but equally important I think, one of the crucial changes in being a professor or being a teacher today is that we are forced to be concerned about the morality of intellectual endeavors in a way in which our culture has never really been concerned before. The use of one's mind, the use of one's knowledge, the use of professional specialized approaches, all lead to a kind of eliteness, a kind of in-built security because one has an expertness another man doesn't have, and he simply can't argue with your conclusions. He doesn't know better, and yet questions are being asked whether those conclusions are valid, whether what we are teaching is valid or not. Certainly one of the primary pressures upon us today is that we now have to be able to, not just in our specialized professional graduate school vocabularies for the elite, but we have to be able to explain, to defend, to discuss, what we are doing and why we are doing it, and the morality involved in it, with you and your children.

Professor Sturm: It seems to me that we have had four rather meaty statements, all of them directed to crucial points with respect to the role of the university in general in a changing society. I would like now to open up the panel to the floor for your questions and your comments. I would like you to stand up, to identify yourself, and then to state what you have to say as clearly and loudly as possible. I may repeat or attempt to repeat the substance of it. You can criticize me if I fail to do so. This is because the entire meeting is being placed on tape. So if you wish to raise a question about either something the panel has said in general, or say about Bucknell in particular, please do so. The floor is now open.

Mr. Bruce LaBar '54: What are the goals of youth today?

Mr. Feir: Two comments to start with that are very relevant. Manning Smith spoke of it at the beginning, of the pluralism of the university and a pluralism in youth; there is no such thing as the goal of youth any more than there is a goal of the Class of 1954. The second thing is what Professor Sturm said even before Manning Smith, about students being neither fish nor fowl, and that is very true. We are sort of caught up in a phenome-

nal amount of uncertainty. I am a senior. 15 years ago, when seniors got out of Bucknell, they knew what they were going to do that year. I have a war to worry about. I have a war to worry about because I don't want to fight in it for a lot of reasons which I would be very happy to discuss with you. I have to worry because I want to go to graduate school because I want to teach. A lot of people don't want to do those things. I would say the goals of youth are uncertain. There is no such thing as a goal of youth. I could tell you my goal. My goal doesn't happen to involve a split level home. It doesn't happen to involve two automobiles. It doesn't happen to involve a colored television set. It happens to involve teaching very much in the way John Kirkland described the changing role of teacher, and I suspect that there are certainly as many people in my class whose goals involve split level homes, colored television sets and two cars.

Isabelle Kushell '26: What is the teaching goal if you intend to teach?

Mr. Feir: Youth as an entity has no goal. Yes, I have goals. I suspect, well, my feeling is the role of a teacher is a person who has a certain amount of knowledge in a specific field, responsibility to decide whether that knowledge is worth transmitting; and if it is, then to transmit it in the best possible way. But, primarily his goal, his objective, is to ask questions that make students ask questions and to make students answer questions, questions that deal with students, which deal with individual people living in a particular setting, and if I can relate my field, which is political science, to the lives of students I will be happy. If I have the longevity and the energy of Willard Smith in the next 43 years, I will be very happy.

Professor Kirkland: I don't know if I am really qualified to speak for youth, fish, fowl, or in-betweeners, but I have noticed that gap between those under 25 and those over 30, so I'll try to speak to the gap. One of the things you frequently find in students, not consciously articulated so much as the way in which they behave, that one of the goals youth in general are concerned with is the nature of social organization, the kind of social organization which is sensible, valuable, and worthwhile. One of the reasons they are concerned with Vietnam is because they regard it as a kind of arbitrariness in the way in which we got into it and continue it and do not seem to be able to do anything about it. This is one of the things they frequently say about the university in total and about classrooms in particular.

It seems to me that there is a sense where behaviorally, not so much consciously, they are certainly concerned about the ways in which we live together and the ways in which various kinds of social organizations limit us and distort our preceptions.

Mr. Gilbert Holmes '69: The goal of youth is responsibility for the conditions of our society. Youth, like black people in America, say: "Look, we are here, and we don't like what we see! We want to assume the responsibility of making society responsible to people and humanity." That is the goal of youth. The goal of all the actions of youth lean toward a humanistic renaissance in society. The ending of the technological advances that ignore people and how they live and how they get along in society.

Professor Sturm: The statement is that the goal of youth is responsibility to society. I take this to be really a repetition of what Mr. Feir said in opening remarks, that the concern is discipline for persons, for personal relationships, confronting a man as man and confronting a man as a man regardless of the color of skin, regardless of geographical location, regardless of political affiliation.

Professor Manning Smith: I want to defend Mr. Feir on just one point. I think he was trying to answer the question, what is the goal of youth today? He has his own goals, and he is right when he says that you just can't say that all youth have the same goal. I think what he means to represent is exactly what we experienced when we were in college. As students we too were going in different directions. It may be that there is greater concern among young people nowadays for the whole of the society and for the kind of world they want to live in. But this is what we expressed in our day too.

Mr. Page Whitmore '44: What is, in fact, the top priority on Miss Taylor's list of goals, purposes, and intentions?

Miss Taylor: I think I'm going to run into the same difficulty with this question that Bob ran into with the previous question; that is, do you want me to speak personally or for the youth of today? If it is for the latter, I am not going to be able to do it. Once you start talking about priorities, it becomes quite difficult because there are several different realms of priorities. Things that popped into my mind as you were speaking, and I certainly could have thought of others if I had longer to think about it, are very immediate things. The goals and priorities which you are asking about—and it may not answer your question—but I would like to see an end to the war in Vietnam and this is a very high priority in many of the minds of my peers. That is a very broad national goal—perhaps worldwide. It is not just a personal priority. More on the personal level, I think many of us are concerned with, and this sounds very nebulous and certainly idealistic, becoming effective people, effective individuals, whatever that may mean. I think we have some conception of what it does mean. Does that answer your question?

Professor Sturm: Mr. Feir wishes to make a comment.

Mr. Feir: A very brief one, I agree with Gil Holmes when he says perhaps a top priority at least, and I think

this is true of a lot of youth, is some form of a new humanism, a new kind of respect not only for the whole of society, but for the whole of each individual man and woman within society. And I would say that when Dr. Sturm suggested that Gil's comment agreed with mine that I made earlier, that in all fairness, mine grew out of, very largely, at least, discussions with Gil. I think what Alice said about the end of the war is perhaps the top priority. In fact, as far as individual things are concerned for students, for young people, but that leads to something, that leads to the question: who decides whether or not we are going to get into another war?

Mr. William Cox '54: I recollect that 15 or more years ago, the feelings that I had were very similar to those you express to us. But I was a very small minority and like most people, I and the friends that I had in my class just decided to dodge our way through the system, and rather than try to change it, you either enjoyed it or suffered with it. This is not comparable to today. It is very different, and I still feel that after 15 years out of college, I'm still in the younger generation. There are people older than I am, and they don't pay much attention to social problems. I have children in junior high school, and I think it is a little premature for you to start figuring out how you are going to attain social responsibility—I won't say progress—I'll say responsibility. There is a big difference there, and this is one of the problems, you see. The students mentioned, before, this habit of apologizing for things; please don't ask us to apologize for being the children of our generation.

Professor Sturm: I shall not try to summarize that statement which is a very good statement about the similarities in sentiment over 15 years spread. The difference perhaps, is in procedure.

Professor Kirkland: I don't have a solution, but I would like to respond to what you note as a change. You note that today's students do not have quite so much willingness to dodge, shift, jump, to do the best you can with what we have going, but are much more willing to offer a blatant denunciation and to bring the house down. I think there is a great deal of this, though it is not always as it is written. I want to make one comment about why that is so. To take just one issue, and this could be multiplied in any number of issues, but let us take the issue of peace and war. Sometime ago, a good many of us would have said, when you asked: "What is your top priority?" we would have answered, "Peace." Just that bluntly too, because we felt war was just not sensible anymore. War has reached such an extent, such a devastation, that if we have war anymore, we lose the whole show. There is nothing worth fighting for when nothing will remain. But, of course, man's ingenuity is just unbounded, and we have discovered that we can hold nuclear war at that level and yet fight guerrilla wars forever. So, we have two kinds of wars now. We cannot say "peace" so simply anymore, because we recognized that even if one is standing for nuclear disarmament, that doesn't really mean peace. We are quite capable, it would appear, of fighting lesser kinds of wars infinitely. Given this kind of near fatal ambiguity, it seems to me a great many young people, and a great many old people like you and me, are very concerned that a little change here and there is not enough. It is not really bringing the house down, but it is a much more wholistic, a much more total, a much more radical kind of reorganization of the whole show than it was before, in part, because we are fighting our own ingenuity. We invented guerrilla warfare in the particular 20th century mode which we now use. It is really a way of continuing to fight wars underneath a nuclear umbrella. We are awfully good at that kind of invention, and it is not so easy now to say stop the bomb and suddenly there will be peace. We know better now. We can stop the bomb and we can even stop Vietnam, and that doesn't mean that we will have peace; that is the reason there is a tremendous desire for at least as much of the pie as is feasible. No one is quite sure how much is feasible.

Mr. Feir: Three very brief kinds of things. The question really dealt, I think, with tactics to a large degree. I think that our tactics perhaps differ from the tactics fifteen years ago. One reason is that there are more of us, I think, who feel the way you did, and, therefore, we have somewhat more leverage. We've seen the blacks use power and gain some of what they have been trying to gain. It might not be a nice way to operate, and I don't think it is but it does work. Power leads to responsibility: it's hard to be responsible when you are powerless. Students have in the past been essentially powerless, and in striving for power, we are striving eventually for the responsibility which we seek. And, finally, a quick quote from Henry David Thoreau on this essay on the duty of civil disobedience—which I guess if there is a dogma of youth this is part of it. He said that I would respect not so much the law as the right.

Mr. Norman Simpson '41: I think that Blanchard Gummo and Willard Smith will testify that while I was here at college, I was not much of a theologian. The thing that I remember most vividly in Freshman Week, 1937, was a speech by Willard Smith dedicated to our roommates, which I would love to hear him repeat sometime. There was also a speech by Dr. Vaughan, and I note with some trepidation that among our panel members, there is no representative of spiritual values being sought here on the campus. Dr. Vaughan said that we would find a number of things, that one thing we might find was our God, and some of us did. I'm wondering if there is a constant value that has remained since, before the times recorded by Professor Kirkland. There hasn't been if it is not the search for spiritual values, and I applaud that search on the part of youth today. It is a search, a continuing search; it is the same search that went forth when this college was founded and in the American war between the states, and again in 1917 and 1918. My Class of 1941 searched for the same things that you are searching for, but perhaps you are able to verbalize better than we were

able to. But beyond that, we searched for what we thought that the constant values were: a quiet comfortable home and children. The men involved in World War II and the Korean War feel very strongly about the present war. There must be a constant value, the spirit of God and the relationship of man to God, and in the searching within ourselves, an attempt to verbalize and make the world out of our own searching. What is the university and what are the students of today doing in this regard? If you ask this of my generation, we will all ask ourselves what did we do to really search for God and relationship to him. Is that the answer to some of the things that we are really trying to achieve?

Professor Sturm: The question of Mr. Simpson: Is there a constancy of value, a permanency of purpose, a continuity of quest, and if so, is it not to be found in spiritual things?

Mr. Holmes: The constancy of value could be seen as not man's relationship to God, but man's relationship to man, being that I for one don't believe in God, but I believe in man.

Mr. Feir: I would suggest two things: I think perhaps the gentleman is correct when he says that part of the answer can be found in a search for value. It may or may not be relevant what you call it. I would suggest that over the course of the past fifteen or twenty years, certainly the tendency to call it God has diminished. I think the best book that I read in my basic religion course was a book entitled, "Honest to God" by Bishop John A. T. Robinson. I think that he makes a fairly good case for the possibility of a God unlike the God up there, which was the traditional Judaeo—Christian God. Finally, I think that there is a possibility of a search for values. I think that some of a growing number of white students are finding it. I referred earlier to the possibility of a black renaissance. Nathan Wright, in "Black Power and Urban Unrest," writes: "By clear implication, the black power concept may both chasten and challenge the churches of America to at least focus upon the realities which they are called both to see and be. American religion needs to be regenerated. Black Power, as a concept emphasizing the need to bring a different focus to bear upon life itself and its possibilities, may open a pathway toward the renewal of American religious life." I would suggest that if you are interested in pushing that further, you might replace "churches" with "colleges" and you might replace "religion" with "education" and come up with some interesting concepts about student activism.

Professor Sturm: We have had a remark from the floor that the bomb, not the soul, is perhaps the most profound problem; but, in addition, there is a problem of pollution of air, water, and soil which raises havoc in the balance of nature and with the ecological circumstances in which we live. Of course, Dr. Watts in his address last evening referred to environmentalism and environmental studies being a crucial point for studies in the universities. I think that is the point too.

Mr. Robert Whitehead '42: I think some of the young people might be interested to know that a good many of my generation, who are involved in the business world and not in position to be vocal, have many of the same feelings that the young people of today have. But a lot of us have children and are trying to get them through school, and we just don't have the guts to fight the system. I think that one of the things that I would like to say to some of the young people is that I hope you don't fall into the same trap that many of us have, where you find that in big business, people have almost a complete lack of consideration for personality differences. Even though their personnel departments may be lousy, never admitted by my colleagues, true personal relationships in big businesses are almost completely lacking. I just hope that some of these young people don't lose the ideas that they have had when they get married and start having kids and get involved in various social activities, and just don't have the guts to speak up because they don't want to upset the apple cart. I hope you don't lose it. A lot of us are proudly applauding in the background, even though we don't have the guts to speak up.

Miss Taylor: That is very good to hear—very beautiful.

Mr. Horace King '34: I think Mr. Whitehead's remarks were probably the most pertinent things that were said today, in this matter of cautioning against committing yourself too deeply. I'm not sure it is a matter of guts though. I think the trouble is, what Dr. Manning Smith said, the size and the complexity of our world today. I work for the Department of Public Instruction, part of the Commonwealth of Pennsylvania, where we have over a 100,000 employees. Do you realize that one employee, or even one class of employees, has very little impact on your state government? It's not that anybody is determined to be evil, but it is just that the machinery is so complicated—with our various agencies, departments, bureaus, divisions. It is also very expensive, as you all know from your taxes, that even the government itself can't do much more than the individual. I think that this is the greatest thing, to find some way to govern ourselves equally. Because of the new size and complexity, I don't think we should set up any straw men to knock down. I hope that the young people will continue to keep their ideals. I would also caution that they will probably not get everything that they are looking for.

Professor Manning Smith: I would like to make one small observation. I am a member of the Bucknell community, and this is where I spend most of my time working and trying to effect change. I think one of the pitfalls of the youthful collegiate experiences is that they have a tendency to generalize about things over which they have little control. All too often this carries over to their adult lives. I think the great failure of our society

has been the failure of the adults to grapple with the social problems which are very close to home. I may write three or four letters a year to congressmen, but that is about the extent of my global concerns. I am much more concerned about making this university move in certain directions that I think are appropriate. When one gets into a large company, the people who really have power to control seem far away. This can make one slack off from doing anything. Where we can have our greatest impact is in the PTA. It is in the community where you live; this is where you may have a decisive impact. I see suburbia behaving just about the way the Amish do. What the Amish do is noble in many ways, but it has little to do with the realities of the world today. The same with suburbia. Like Dr. Watts, I hope today's students remember this ten years from now. When you get out you carry out the action where you are. It is a fine thing to worry about Vietnam, as we all do and must. This is a collective concern of every citizen in the country, one way or another, but it is our failure to cope with the little inequities and unsatisfactory situations that we see very close to home. These are problems we can do something about.

Mr. William White '49: What you just said is something that interests me. I am wondering what universities, not just Bucknell, but perhaps throughout the country, are doing in this respect. I happen to live in the Boston area, and we have mass suburbia, which is probably going to continue to increase until it engulfs the whole eastern seaboard. We have all the problems which you people study in college, and maybe a lot which you don't study, but we have used patchwork methods in seeking to correct the educational situation for our black citizens. If we don't effect change—and our population is to double within the next ten or fifteen years—we are going to have mass confusion, which we already have. I think that more attention should be given to the regionalism that some experts talk about, especially in our local governing structures, because we have government upon government in these small communities. It is expensive, and they are not doing a good job. We have town meetings at which with luck, five percent of the people are in attendance. Because we are not getting involved locally, I am afraid that changes are going to come from the top down. I am anxious to see the changes you discuss generate and blossom into something of real worth to all of us. I also think that we are using the Vietnam War as an excuse for many of our social illnesses for which it is certainly not responsible. Sure, we have a Vietnam War that is out there somewhere. But, within our country, the situation between the blacks and whites goes unsolved, and we do more talking about it than actually acting. We were called the silent generation, but there were a few of us who spoke out and protested at that time. Maybe Willard Smith remembers that.

Mr. Feir: I was going to say that I agreed with everything the gentleman said until he got to the war. Yes, it is out there and several thousand miles away, but you know at one point I could count on the fingers of one hand the people with whom I went to high school that are now dead. I now need both hands and both feet and that doesn't suffice. It's not out there—it's us—and it's what we are going out of college with; and it may not be a specific thing, but it controls our thinking and our actions.

Professor Sturm: I would like to entertain one more question or comment from the floor.

Mr. Sandy Sanger '44: I've desperately tried to bridge the generation gap, but I can't seem to. If I can't, what makes you think the history of this world and your ideas and your ideals are any different from those of the past few generations? Why does this generation think it is so unique in its problems?

Miss Taylor: That is a hard question to speak to because you're standing in a very different place than I am. You are hanging somewhere very different from where I am hanging, and I certainly can't see the situation through your eyes because I have never been where you were or are. What I would say, and it is just a quick reaction to what you were saying as you said it. Our generation is different, and I think you would agree with this. Yes, we have similar problems, but they are different and that makes us unique. We certainly hope that our children will be unique, will be different and, hopefully, will be better than we have been.

Mr. Feir: This answer is sort of prepared because I have been asked the question before, and I have a couple of reflections on it, but no kind of definite answer. I agree with Alice. I think that if you want to pick out generations, I think we are unique. I think that you know a personal sort of thing. I don't think a generation is unique. I think I'm unique. I think Alice is unique, and I think you are unique as individuals, but I think that our generation is perhaps different from any other, if you can lump people together into one kind of entity. I think that it hangs around something called desperation. I don't know exactly why we are desperate, but I would suggest that as a generation in college, we are perhaps more desperate than perhaps any other ever has been. The bomb doesn't bother me today, but when I was born, we had it. No other generation has had that as one of the first things to think about. We were really worried that people were going to drop it. Now, as John Kirkland suggests, we have found better ways to kill people. It is a fact that the population problem has become so acute that in the year 2000 or 2620, or something like that, there will be one person standing on every square foot of land on the earth. The fact is that, as somebody suggested last night, I believe it was President Watts, the population density of the state of New Jersey has just surpassed the population density of India. This is a problem we are faced with, an imbalance in our ecological system that our scientists have finally been able to see, but have not been able to solve. The situation is truely

desperate. We have, you know, all of these things going through us and are becoming a part of us, as is the war. I think that is the kind of thing which no other generation has ever faced. I agree with Alice, our answers are not going to be ultimate and probably are not going to be optimal, but I keep agreeing with what the President said last night, which I don't mean to do, but that's right. (I'm now an alumnus). But he did make the point that whether we like it or not, our generation has to find answers to these questions or we are not going to have people left, nor are we going to have a world left. I think that this is a very serious thing.

Professor Manning Smith: I would like to say to Mr. Sanger that I don't think this generation has any unique hold on idealism. I went to school during the depression, and there was a quiet boy across the hall who didn't come back one summer for his sophomore year. We all wondered where he was. About November we found he had gone off to Spain and had been killed on the Loyalist's side in that conflict. This was not the sort of a boy you would have expected this from. I think the thing that is different today is that times are so different. In the early 40's, we had a war which we were fighting which had some purpose to a great many of us. Today there is no such consensus about Vietnam, and this makes the war quite different. Times are different. The pace at which things change is so different. Our American system is finding it very difficult to cope with the change. We still think it is quite legitimate for a major industrial enterprise to dump tons and tons and tons of waste into a public stream. This is still a legitimate activity; we deplore it, but we have not bothered to sit down to make the kind of judgments to prevent this. Now it is this inability of our society to cope with its problems which gives rise to a lot of the impatience in the young people. I don't think they are more idealistic. I think though that they have a lot more to complain about considering the extraordinary wealth of our country, and the extraordinary conditions which we allow to exist in our country.

Professor Kirkland: Two quick responses. One to this issue, and then I would like to go back to the issue of spiritual values. The first as an historian. I tend to be rather cynical regarding how unique man's problems are today. If I may avoid the word unique, I would put it simply this way: We wanted so badly to know the complexity of the human condition, and now we are having to live with the curse of knowing how complex it is. The uniqueness, if there is one, is that we now know so much and are beginning to recognize the complexities before us, but all our knowledge is not enough to meet the problems we have.

The other issue—spiritual values. I think perhaps the best way of putting it is that we are now recognizing that we can't do things without recognizing their moral implications. Yet if we simply put five of us in a room, and we each take a moral stand, in which I say this is what I believe and I am right and you say this is what you believe and you are right and the rest do the same, we have no way to move. In a way, the more moral we are, in the sense of taking a stand about what is right, the more inevitable the conflict between us when we have multiple gods, and one way of describing the situation today is to say that we are recognizing the conflicts within morality. We are finding that there are multiple gods, and we simply must find a way to be more moral with other moral men who disagree with us. That is the reason that what is happening in the universities today is so important. We must find a way in which we can talk about, and somehow work with each other, in a universe with multiple and sometimes competing gods.

Just A Suggestion

By George M. Jenks, *Librarian*

A YEAR or so ago a suggestion box was installed in the lobby of the Ellen Clarke Bertrand Library of Bucknell University. The intention was to take in ideas from students and faculty on ways to improve the services of the library. At first there was skepticism on the part of the staff as to the usefulness of the box and skepticism on the part of the students as to the attention that would be paid to their suggestions.

The response has been enthusiastic and there has been an average of over 20 suggestions a week, not counting the requests for book purchases. A supply of book order cards is kept in a compartment on the side of the box, so that a student can request any book he wishes. We try to honor these requests as quickly as possible. We have found that some faculty members utilize the box as a place to drop their book requests when the Acquisitions Department is closed.

It should be noted that Bucknell's student body now numbers about 2,800, the faculty about 250. The library has a staff of about 40, of whom 13 are librarians.

I have found that the suggestions fall into seven different types: (1) Serious, (2) Jocoserious*, (3) Frivolous-Amusing, (4) Frivolous-Not Amusing, (5) Sick, (6) Poison Pen, and (7) Obscene. The three latter categories might be considered varieties of a single species: pathological suggestions.

Suggestions also vary in form. Some come in poetical style; some in the form of a question; some are scrawled; some come with diagrams; few are totally illegible. Some are imperious in tone, reminiscent of non-negotiable demands; most all are anonymous.

Suggestions are pasted on a sheet of paper; the replies are typed beside them, and the sheet is then posted on a bulletin board above the suggestion box. The reading of these is a popular pastime. As a matter of policy, signatures, when present, are cut off the suggestion. This is to save possible embarrassment if someone has made a suggestion and signed another person's name to it.

WE have learned some interesting things about the library that we had not known before. For instance, one inquiry asked the reason for the flashing red light on the library tower. We inquired of

**Look that up in your Funk and Wagnalls!*

George M. Jenks, who joined the University in 1966 as chief of technical services for the Ellen Clarke Bertrand Library, was named Librarian early this year. This article will appear in RQ, the journal of the Reference Services Division of the American Library Association.

the Physical Plant and learned that the light is a signal to the security police to report in to the switchboard for a message. We were asked to repair the Reserve Room clock, which had been out of order for several weeks. None of the library staff had noticed, which proves our staff are not clock-watchers.

In category number one, serious suggestions, here are a few. "Would you consider restricting take out time of periodicals or cut it out altogether. We don't have that many and it's maddening to try and get ahold on them." This has raised the whole question of our policy on the circulation of periodicals. When we received the suggestion that undergraduates be allowed to take out periodicals for three days, the same period as graduates, we decided to allow it. After that we received several suggestions like the above.

"Why don't you have some 'fun' books like *Peanuts* or *Nine to Fivers*? I'm sure many people would enjoy a few books of this type." This reinforced our feeling that we needed more books of a recreational nature.

"The engraving of the psychedelic-eyed cat seen upon arrival in the University gallery is by *Ronald*, not George H. Searle." "I know he's an artistic giant, but it's Titian, not Titan!!!!" These suggestions called our attention to errors that should not have gotten by us. The latter was a label on an original painting that had been there for eight years and no one had ever noticed the typographical error.

An event that brought a flood of suggestions was the placing of book racks on the reference tables. These were necessary for the shelving of abstracts and indexes.

SUGGESTIONS as to heating and air conditioning are impossible. At first we tried to answer them and would contact the Physical Plant to make adjustments. It soon became apparent that temperature is a very personal thing. Any two people sitting in the same room at the same time will hold completely divergent opinions as to the state of the temperature. We are thinking of keeping a box score but have given up on satisfying everyone.

"Would the employees of the library be able to find the grace within their hearts to keep their voices down when conversing or gossiping (as the case may be) in the study room?" This made us realize that we were in fact at times creating a distraction, although in fairness it was usually necessary conversation in helping a student.

The jocoserious suggestions are fun, but often hard to answer, since they contain the germ of a good idea, but one that is sometimes impossible to carry out. "Are the resources of the library so limited as to make the repair or replacement of the *coke machine* impossible? If so, I suggest curtailing the purchase of new *volumes* until the needed cash has accumulated." When this suggestion was posted, another student wrote beneath it: "Typical Bucknell reaction." This one was hard to answer simply because we depend on the local concessionaire and no amount of prodding or pleading brought good service.

"Paint the inside of the stalls of the men's room a lighter color so we can read the graffiti more easily. It's a good study break!!" The stalls did need painting.

OUR most poetic suggestion was entitled "When Nature Calls" and went like this: "When nature calls, as call it must/ and perforce we releave (sic) our bowels/ I find it difficult to be forced/ to resort to paper towels./ So please dear people, won't you try/ at least one roll each day supply/ and thus many people satisfy." The spelling in some cases raises some doubts about Bucknell's educational success. In any case we did relieve this rather abrasive problem.

"I think the librarians are planting their own suggestions in this box. But innocent till proven guilty." We have no way of determining this, but we hope that if a staff member has a suggestion he will bring it up at staff meetings.

The category of Frivolous-Amusing provides comic relief, and we try to intersperse them with the serious ones. One of my favorites is "Please remove the Library; it is an eyesore to the Bucknell community." Although maybe that one wasn't frivolous. Another is "Eliminate the suggestion box—It makes too much noise." "Have a relief service for those who cannot control their laughter." "Why don't you grow some ivy on the library. Give it some class!" The power of suggestion is well illustrated in this one, "Would the person who noticed that the lights in the basement make a loud noise please keep any further suggestions to himself. I never noticed it before, but now it drives me crazy. Thank you."

That students are concerned with the inner man is indicated by "How about gin in the water fountain"; "Install a snack bar by knocking out first floor bookshelves"; and "Beer concession in student lounge, please."

THE Frivolous-Not Amusing category contains such gems as "The art exhibit is really hurting to death, worse than the SDS. Quasi Moto." For obvious reasons there is no point in quoting others.

The sick suggestions are sometimes mildly amusing: "Get more books on animal blood with colored pictures!" However, they sometimes have a quality that brings on a chill; "Could you please explain to me how to get up to the cupola? I've tried several times climbing the outside wall, but I always have trouble holding on to my rifles."

The Poison Pen suggestions often mention names. These are promptly discarded. A related suggestion said, "Would you please post a malicious letter to let us malicious souls know we have some brothers or sisters on Campus? Damn you!" I am glad to say that there have been very few obscene suggestions, though a suggestion box offers a temptation for the psychotic to vent his anger or release his tensions.

One gratifying suggestion was, "Put more of these suggestion slips up. They're interesting and fun to read. Thank you." The ultimate, however, was "Please disregard all suggestions. Thank you."

'We Interrupt This Program . . .'

A MAN accustomed to interruptions both on and off the air, John L. "Jack" Williams '51, waved aside our intrusion into his time and settled back to discuss one of his favorite subjects—radio news.

"There's a lot I've wanted to do with radio news. My big worry is that you can't write for the ear, or at least a good style hasn't been developed yet.

"Basically they're now rewriting wire copy or newspapers. Are we really telling what's happening, or are we reading news stories? Instead of that funny sound every half hour that says 'now you're going to hear news'; maybe we should be doing something very different."

Jack is doing something quite different now. He resigned in September as general manager of WIND Radio, a Group W (Westinghouse Broadcasting Company) station, to become an assistant professor at the Medill School of Journalism, Northwestern University, and broadcast consultant for the Urban Journalism Center there. WIND is in Chicago, Ill.

The Mount Carmel, Pa., native, who received an M.S. degree in journalism from Columbia University in 1952, has a solid record of awards and accomplishments during his 15-year career in radio.

Though he joined Westinghouse in 1952 as a feature writer for company publications, he moved into broadcasting as a morning news writer for KDKA, Pittsburgh, in 1954. He subsequently was appointed to the position of public relations manager for KDKA.

In 1957, Williams became the Advertising and Sales Promotion Manager of WBZ, the Group W station in Boston. He also was public affairs director and assistant program manager for the station when it received the Ohio State and Sigma Delta Chi Awards for Broadcast Journalism. While in Boston, he also served as public relations counselor for the Massachusetts Association for Retarded Children.

Williams then returned to KDKA, Pittsburgh, in 1962, as Program Manager. During this time the station won a Sigma Delta Chi award for Broadcast Journalism. He also was a Public Relations Advisor for the Allegheny County Association for Retarded Children.

In 1965, Williams was named program manager and senior editor of WIND Radio. He became general manager in April, 1968. While he was serving as general manager, WIND received the Illinois Associated Press Award for the series of editorials, documentaries and public service announcements on "Marijuana and Our Teenagers," as well as an award for the documentary series, "Evanston's Race."

Williams and his wife, the former Marilyn L. Hanna '52, have six children and reside in suburban Evanston.

Newscaster reads from hidden teleprompter. This frees his hands for typing late-breaking developments, usually done while a tape-recorded news insert is being played. Note position of clock. Time is all important in radio news broadcasting.

BUT the career just sketched has not been simply smooth sailing. For example, soon after Jack took over at WIND, he suspended a popular dee-jay for several remarks made on the air in the aftermath of the assassination of Dr. Martin Luther King, Jr. Hate calls began pouring into the Williams' home in Evanston, the station's offices were picketed, and advertising fell off. In the end, Jack's decision proved sound and WIND stayed in the big leagues of Chicago radio.

This incident is one of many in Jack's 15-year career in radio, and it reveals something of his strong-minded desire to put principles and ideas into action that brings him to the classroom. Though not new to the academic environment—he has been a visiting lecturer at Medill for several years—he will now have time to put his ideas to the test by inspiring his students to experiment with new techniques.

"I have always had a fantasy about walking into the newsroom at 10 P. M. and grabbing the manuscript out of the guy's hands, and saying: 'The dee-jay's gone for 10 minutes, so tell these new stories conversationally.' I have a feeling that after a minute of stumbling, he'd start talking and relating," Jack says of a new approach to radio news. "But, even if I worked in commercial radio for the next 15 years, I'd never have the nerve to walk in and grab the script. But now I can get a class of kids and say: 'Let's experiment for a year to see if we can find a way that people will understand it.' It can't happen in a busy situation. And the same thing is true of TV."

Since radio news—the journalistic side of broadcasting—has received so much of his attention these past few years, we asked him about his views and ideas on this subject.

Question: When did radio news really get its start? And is the radio really an important source of news in modern America?

WILLIAMS: "Radio News celebrates its 50th Birthday on election day in 1970. If its own popularity were to be contested, some 70% of the people would most likely vote their approval—since seven out of ten Americans hear at least one radio newscast every day, according to ARB (American Research Bureau, Inc.).

"In most metropolitan areas, one can search across the radio dial at any point in time and hear a newscast. In Chicago, for example, there's a different news report starting every five minutes, except at 10-after and 10-to the hour. One station devotes its entire broadcast day to newscasting.

"Radio News has become part of everyday life. It offers a quick, easy way to find out what's happening now. But it wasn't always that way.

"The boom in radio news is a fairly recent development. Ironic when you consider that the first regularly scheduled radio broadcast was an extended news report . . . KDKA Pittsburgh's historic airing of the Harding-Cox election returns, November 2, 1920."

Question: If the boom in radio news is fairly recent, can you pinpoint a period in history when the boom began?

WILLIAMS: "The early days of radio were wild and experimental, sparked by news broadcasts from balloons, trains, submarines. But soon radio was competing with movies as an entertainment medium. Soap operas, big-band remotes, talks, variety shows, quiz programs, dramas, comedy hours, religious hours, farm hours . . . almost every kind of hour *except* news.

"Pearl Harbor dramatically showed radio what it could do best. The Japanese attack came on a Sunday afternoon in the states, when most newspaper offices were closed. Radio broke the news. For the next eight hours, America heard the tragic news unfold between its ears."

Question: That's two decades after KDKA's broadcast—1920 to 1941. To what extent did World War II accelerate the development of radio news?

WILLIAMS: "A report from the National Broadcasting Company shows that in 1933, only two percent of its programming consisted of news. Six years later, on the

Radio's most famous broadcast: the Harding-Cox election returns on November 2, 1920. This coverage on KDKA Radio, Pittsburgh, gave birth to modern broadcasting, opening a new era in communications.

John L. Williams '51, at right, will be lecturing on some of the high points in radio's history, including the launching of KDKR's "aerial" blimp, below.

Scene in modern radio newsroom is happy confusion. From left, newsman listens to report being telephoned by outside reporter. Another newsman checks wire copy from AP machine. News Editor is checking out a story, via telephone. Outside reporter readies his portable tape recorder, which will be used in recording news conference.

eve of the invasion of Czechoslovakia, news accounted for only 3.8 percent of NBC programming. By 1944, news content had leaped to 20.4 percent of the total red and blue network output. Remember, NBC had two radio networks in those days.

"America was hungry for news from the front, and radio took it there. Most local stations became middlemen for far-flung newsmen and their at-home listeners. Stations without network affiliation relied on wire-service reports from overseas."

Question: There were great names from that era: William L. Shirer, Edward R. Murrow, Elmer Davis, Raymond Gram Swing, Lowell Thomas. But when the war ended, or at least just a few years later, didn't TV begin to have an impact on radio?

WILLIAMS: "In the decade following the war, radio continued its spot coverage of national and international news. However, this was one of the few areas of radio progress. Television was edging it out as an entertainment medium. TV could do anything radio could do . . . and with pictures.

"Through trial and error, however, radio programmers discovered a format in which they could excel: local news coverage. This was clumsy and expensive for local TV stations, which relied chiefly on the networks for their programming.

"Across the nation, radio stations began to create their own news departments. They developed compact, highly mobile equipment for their newsmen to use in covering items about people, politics, schools, accidents . . . the kind of news local papers gave their readers. By the mid-sixties, radio's most important product had become news.

"Today, 50 years after its election-coverage start, radio news is more professional and thorough than in any period in its history. The air is filled with news, and nearly everyone owns at least one receiver."

Question: How do you see the future? What are some of the problems for radio news. Will there be improvements?

WILLIAMS: "Competition is forcing improvement. Most stations have enlarged their news staffs. The demand for qualified, broadcast-oriented reporters, writers, commentators, directors, copy and tape editors far exceeds the supply. The problem for radio will be to attract the young men and women necessary to grow in the seventies.

"Another perhaps more vexing problem confronts tomorrow's radio newsmen. Will they be able to face up to the challenge explicit in the Report of the National Advisory Commission on Civil Disorders? Will they find ways to help bridge the gap that separates the races? Will they learn how to communicate, to both black and white audiences, a sense of the problems America faces and the sources of possible solutions?"

"If Radio News can answer these questions affirmatively, it will finally fulfill the promise of its Sound Beginning."

Philip M. Roth '54 relaxes during seminar at Princeton University, where he served as writer-in-residence in 1964.

PORTNOY'S COMPLAINT

Is It Just Plain *Kvetching?*

By Dr. James F. Carens, *Editor*
Bucknell University Press

THE Establishment has heaped its honors and rewards on Philip Roth '54. His first book, *Goodbye, Columbus* (1959), a collection of short stories and a novella, received the National Book Award for Fiction. Soon afterwards, grants, like manna from heaven, began to descend on the young writer, and he gathered the bounty of the Guggenheims, the Fords, and the Rockerfellers. It is true that the reviewers were not kind to Philip Roth's first novel, *Letting Go,* and even less so to his second, *When She Was Good.* But Academia *was* being generous, and Philip Roth served as visiting writer at a number of universities, including that most WASP-ish** of all our centers of the higher learning, Princeton. Even Hollywood—California's aging and sophisticated courtesan being now well tuned-in on the audience of *The New York Review of Books*—finally made the appropriate response. Astronomical sums have been mentioned in the gossip columns as the purchase price for the screen rights to *Goodbye, Columbus* and *Portnoy's Complaint.* It was this most recent of Philip Roth's works, however, that fully established him in the hearts of the intelligentsia. Everywhere one went in the Spring and early Summer of this year, even those intellectuals who scarcely ever read a novel were simply agog over the scatologies of *Portnoy's Complaint.* Not even Eugene McCarthy's poems mattered quite so much! And by mid-Summer, the only Bucknell graduate ever to have been named one of the world's one hundred best dressed men and to have been "selected" by the Literary Guild was in a neck to neck race with Jacqueline Sussann (authoress of that classic *Valley of the Dolls* and more recently of *The Love Machine*) for the prized number one spot on the Best Sellers list.

Philip Roth's first collection of stories revealed some unmistakable signs of talent. It was not that Roth was technically adventurous. Indeed, his stories were so conventional in narrative method and design that he seemed indifferent to most of the developments in the art of fiction that have taken place over the past fifty years. Nor could it be said that he was exploring a new subject matter, for by the time he began his career the "Jewish writer" and the "Jewish novel" were recognized (and important) aspects of the American literary scene. But though one or two stories in *Goodbye, Columbus* seem little more than sketches and though most of them came to plot conclusions of such obviousness and contrivance that one could only think of O. Henry, Roth was clearly not an exponent of the slick *New Yorker* formulas. And he did have a marvelously sharp ear for the speech patterns and rhythms of middle-class American Jews, an observant eye for the customs and manners of urban and suburban Jewish life, and enough social sense to recognize the extraordinary transformation that was taking place in American Jewish culture. Above all, he had th

*As nearly as this *goy* can tell, a *kvetch* is a niggling, self-centered whiner; and *kvetching* the activity in which such a *kvetch* most often engages.

**A WASP (white, Anglo-Saxon, and Protestant) is, depending on one's point of view, either somewhat better, or considerably worse, than a *kvetch.*

(PARAMOUNT PICTURES PHOTO)

Richard Benjamin portrayed Neil Klugman in Paramount's film version of "Goodbye Columbus."

skill to bring his secondary and lesser characters to life on the page by means of that ear and eye of his.

AT the very opening of the title novella "Goodbye, Columbus," for instance, we encounter a scene involving the narrator and his Aunt:

> *"Who are you calling?" my Aunt Gladys asked.*
> *"Some girl I met today."*
> *"Doris introduced you?"*
> *"Doris wouldn't introduce me to the guy who drains the pool, Aunt Gladys."*
> *"Don't criticize all the time. A cousin's a cousin. How did you meet her?"*
> *"I didn't really meet her. I saw her."*
> *"Who is she?"*
> *"Her last name is Patimkin."*
> *"Patimkin I don't know," Aunt Gladys said, as if she knew anybody who belonged to the Green Lane Country Club.† "You're going to call her you don't know her?"*
> *"Yes," I explained. "I'll introduce myself."*
> *"Casanova," she said, and went back to preparing my uncle's dinner . . .*

† Roth forgets that Aunt Gladys does know Doris.

Now, of course, Aunt Gladys and her speech are the product of caricature. But caricature is one mode for revealing life. And the most distinct merit of Roth's first book was that the minor characters, their attitudes, their clothes, their appetites, their tastes, their eccentricites of form and character, their values, their uniquely American-Jewish way of talking, were all sharply real.

And yet there were striking limitations to Roth's art of caricature. This young writer entirely lacked the capacity to remain outside of a character and yet, at the same time, to enter into that character sympathetically. If Roth was too close to the rather tiresome narrator of "Goodbye, Columbus," he was too distant from Aunt Gladys. Indeed, when Aunt Gladys suggests that young Neil is a bit of a *kvetch* and reminds him of the bonds of family and tribe—a cousin's a cousin, after all—she points to the central problem of all the stories in this collection and, for that matter, in all of Philip Roth's work. It is not only that Roth makes fun of Aunt Gladys and his other secondary characters but that throughout his work he is rejecting, almost completely, the Jewish culture he depicts. In an early review of *Goodbye, Columbus,* Irving Howe, with his customary perspicacity, pointed to the central artistic flaw that was to mar Roth's entire career:

. . . Mr. Roth, while emotionally involved with his subject, is one of the first American Jewish writers who finds, so far as I can judge, almost no sustenance in the Jewish tradition. Writers like Henry Roth, Daniel Fuchs, Delmore Schwartz and Bernard Malamud have also dealt harshly with the life of middle-class American Jews, but to one or another extent the terms of their attack have been drawn from memories of Jewish childhood and family life, from the values of the Jewish tradition. Mr. Roth, however, finds little here to sustain him . . .

The consequence of Roth's abandonment of the Jewish tradition is the curious moral and emotional emptiness one finds at the heart of his fiction. For that great tradition once abandoned, to what *does* Roth turn for sustenance? Aunt Gladys is funny because she is so un-WASP, and she is a pest because she presses the ancient claims of family and tribe; the Patimkins are unspeakable because they are aping WASP ways and beautiful Brenda is a bitch because she sells out "love" for upward social mobility. What then is not ludicrous? What, not contemptible? The dilemma is illustrated in the never satisfactorily resolved tensions of "Goodbye, Columbus." Indeed, the best work Philip Roth has ever produced, the concluding story of the *Columbus* volume, "Eli, the Fanatic," engages the theme but "resolves" it in a painful irony that is itself an irresolution. The "fable" of the story is perhaps a little crude, but its execution is powerful. Eli Peck, a suburban Jewish lawyer in a Brooks Brothers suit, is employed by other "integrated" Jewish friends in the dominantly Protestant Woodenton (a touch of allegory there!) to remove a serious embarrassment to their social position. A small school for displaced European Jewish children has been established in Woodenton; and, to make matters worse, an adult dependent of this "Yeshivah" parades the prosperous suburban streets in black Talmudic hat and ragged, long black coat: an appalling reminder of the agony of the European Jew in our century and of the sufferings and humiliations of past generations of this People. Eli, never far himself from an emotional collapse, sacrifices his Brooks Brothers suit to the "greenie," who is then compelled to signalize his "assimilation" by walking through town, garbed as the *goyest* of *goys*. Harried by guilt and harrassed by the "greenie," Eli adorns himself in the cast-off Talmudic rags, parades himself through town, and suffers a nervous breakdown. The thematic significance of all this is inescapable. Middle class American culture is empty, wooden, and superficial; but for a man to assume the Jewish tradition—to put on the Talmudic hat—with all that it entails of suffering, rejection, and humiliation, can lead only to schizophrenia.

THERE is schizophrenia also in Roth's first novel. But, alas, in that nearly interminable book it is not so compelling as in "Eli, the Fanatic." At the conclusion of "Goodbye, Columbus," Neil Klugman, rejected by Cliffie Brenda Patimkin, was tempted to break one of the windows in Harvard's Lamont Library. Gabe Wallach, one of the two male protagonists of *Letting Go* is, amusingly enough, a Harvard man. And Brenda Patimkin might have considered him a better catch than Neil Klugman, for extroverted Gabe is charming, affluent, sexually accomplished, footloose, almost (though not quite) a WASP. His opposite is Paul Herz, introverted, brooding, impoverished, a bit of sexual flop, a dedicated writer, almost, in fact, the "greenie," though now in professorially shabby clothes. It is almost as if the novelist, obsessed by the tension between two despised cultural claims, had bifurcated himself in the dual *personae* of the novel.

Letting Go demonstrated by its sheer tediousness, clumsiness, and accumulation of insignificant detail that Philip Roth could not yet write a novel. Though the book came equipped with honorific epigraphs from Thomas Mann, Simone Weil, and Wallace Stevens, it captured little of the quality of American intellectual life, or of what it is like to be a graduate student or instructor in an American university. To be sure there is a series of catty portraits of the staff in one division of the English Department at the University of Chicago, but these are almost extraneous. Even the central theme of Gabe's and Paul's attempts to free themselves from the claims of family and the Jewish moral tradition is eventually lost in a welter of hackneyed detail about the sexual experiences of the central characters (seduction, cohabitation infidelity, abortion, "female problems," infertility, orgasms, quarrels—the whole dreary, conventionalized rigamarole). Writing of the novel in *The New Statesman* an English critic got to the point with devastating accuracy, contrasting Roth with more accomplished Jewish writers:

Writers like [Saul] Bellow and [Bernard] Malamud derive their blend of warmth and irony both from the intensity of the past, and from their ambiguous relationship with that past. From Jewish experience they abstract a metaphor for 20th century man: rueful, displaced, tragi-comic. Mr. Roth has borrowed a few externals from this tradition, but his high-gloss prose suggests another line of descent. He really belongs with a very different group of American Jewish writers, the slick professionals like Irwin Shaw, Jerome Weidman or even Herman Wouk. He takes a big risk, in fact, when he lets one of his characters talk about MARJORIE MORNINGSTAR.

The sole artistic strength of *Letting Go* is that c Roth's first stories. When the novel concerns itself wit Gabe Wallach's possessive father or the demands th Herz family makes upon its offspring; when a caricatur sketch of the blue-rinsed and slightly alcoholic widov who consoles the elder Wallach is traced in, then th book comes alive. There is even one sustained wryl comic sequence that rises above the pedestrian level c most of the book. In this, Paul's wife, an apostate Cath

lic who has vainly "converted" to Judaism for Paul's family, tries to convince an investigator for a Jewish adoption agency that the Herz home is just right for a child. Everything she does and says is wrong, though she attempts, with mounting hysteria, to correct each mistake. Finally, as she tries to convince her visitor of the household's orthodoxy, hysteria gets the better of her:

> *"Oh no, you're perfectly right, you're a hundred percent right, religion is very important to a child. But"—she shook and shook her tired head—"but my husband and I don't believe a God damn bit of it!"*

Here Roth is not "letting go" but actually holding on. For he is expressing his favorite theme: the opposing claims of orthodoxy and secularism—and working in the one form he has mastered. The sequence can stand alone as a self-contained short story.

IF *Letting Go* was an unsuccessful work, written in a high-gloss prose, Roth's next book, *When She Was Good,* was a catastrophe, one of the worst American novels of the past six decades, written in one of the most cloying prose styles ever devised. Reviewers grasped at straws. Was Roth, having abandoned entirely his usual Jewish subject matter and having located his work in the Middle West, modelling himself on Sherwood Anderson, Theodore Dreiser, or Sinclair Lewis? The dreadful truth is that *True Confessions Magazine* would seem to be a more immediate model, and that, aside from a few naughty words and a bit of thrashing around in the back seat of an automobile, *When She Was Good* might have found an appropriate place next to the recipes for Double Fudge Bars in the *Ladies Home Companion.* You will see it soon, in wide-screen and technicolor. With Sandra Dee! In her first dramatic role!

Roth's fundamental mistake with *When She Was Good* was that he assumed he could write such a novel —that he could depart from the one ethos he knew and enter into one he did not know even in imagination. Consequently he flounders for a perspective from which to view this world, shifting uneasily (and without artistic reason) from Willard, father of the "heroine," to Roy, the all-American sap who seduces her, to Lucy Nelson herself, an unbelievable little Puritan who spouts lines no co-ed ever uttered. Only one thematic aspect of *When She Was Good* links it to Philip Roth's other works. Here as elsewhere both a demanding traditional moral code (that of Lucy this time rather than of the Jewish family) and the dominant social values of our bourgeois culture are rejected. Roth mentions all the right song titles for the time (Post-World War II) and all the right small town mores, but he creates nothing. No scene, no impulse, no character is ever made real through dramatic detail or psychological fact. Instead, Roth depends on an indifferently reported third person narrative stream. Possibly a passage like the following account of Roy's thought process is meant to reveal the character's emptiness:

> *He was always willing to listen to what his Aunt Irene said, because (1) she usually said what she had to say in private and wasn't just talking to impress people (a tendency of Uncle Julian's); (2) she didn't butt in or raise her voice, when you argued back or disagreed (his father's courteous approach); and (3) she didn't ever respond with sheer hysterics to some idea or other he had most likely thrown out to hear how it sounded (as his mother had a habit of doing).*
>
> *His mother and his Aunt Irene were sisters, but two people couldn't have been more different in terms of calmness. For example, when she said that maybe what he ought to do was leave Liberty Center . . . .*

But the passage sounds like nothing so much as a Freshman theme written at Podunk State—(1), (2), (3), and for example!—and it does not even manage to convey successfully the way the consciousness of even so insipid a young man as Roy would operate. As more than one critic of the novel has observed, Roth piles cliché upon cliché. The resultant effect is a totally lifeless work. A very slick writer of Roth's generation, John Updike, has handled comparable materials—small town, *petit-bourgeois* habits and customs, the world of high school students, cheer leaders, jalopies, Saturday night dates, going off to college, the atmosphere of the Forties and early Fifties. Updike has managed to invest these banalities with significance. Roth merely reduces the banal to the tawdry, and, then, as the novel approaches its conclusion, exaggerates it into the falsest kind of melodrama.

APPARENTLY Roth intended Lucy Nelson to stand for everything that is smug, self-righteous, and socially aggressive in the culture of American middle-class Protestants. When Lucy reflects with scorn upon "the weak-kneed philosophy" she feels has ruined her family, "the philosophy that encouraged people to believe that they couldn't be more than they were," we are meant, it would seem, to despise her for worshipping the Bitch Goddess Success. But Lucy is surrounded by emotional eunuchs (Roth's inconsistent view of the WASP male); in particular she is saddled with a husband who, when he is not munching Hydrox cookies, is bursting into tears. Unable to resolve the conflict between a wilful and morally self-righteous little girl and the mushy people who resist her demands, Philip Roth produces an absurd conclusion. Lucy goes plunging out of her grandfather's house, in the midst of a blizzard, apparently uttering such thoughts as these to herself:

> *Yes, goodbye, goodbye, brave and stalwart men. Goodbye, protectors and defenders, heroes and saviors. You are no longer needed, you are no longer wanted—alas, you have been revealed for what you are. Farewell philanderers and frauds, cowards and weaklings, cheaters and liars, Fathers and husbands, farewell!*

Several days later Lucy is found frozen to death near the lover's retreat where the spineless Roy seduced her. Irony! Irony! "Lucy managed to survive up in Passion Paradise through a day and a night and on, somehow, into the following morning." Tough girl! But then having survived three hundred pages of *When She Was Good* and the associated weaknesses of her family, her endurance of the cold is not surprising.

When he is bad, he is very, very bad; but when he is horrid, he is—to judge from the notorious *Portnoy's Complaint*—better. For in the confessions of Alexander Portnoy, Philip Roth made a striking recovery from the desperate failure of *When She Was Good*. The *Complaint*, I must insist at the start, is not pornography, whatever its ill-repute may have suggested. Pornography rouses desire. Portnoy's complaint provokes laughter—except when Roth goes a little far and is sick-making. But if it is funny much of the time, *Portnoy's Complaint* is also a very dirty book. Don't give it to your Aunt Gladys—*yiddish* or *goy! Portnoy's Complaint* abounds in bowels and exrements; it wallows in onanism; it swills in acts of fellation and cunnilingus; and its medium is a foul language that draws on nearly every obscenity in English, and even on a few in Yiddish.

Roth has left the Middle West behind him; he is back in the world—and the language—he knows. Portnoy's Complaint is the monologue, straight from the psychiatrist's couch, of the favorite Roth *persona*: the bright young Jewish lad who is attempting, though tortured by guilt and an overwhelming Oedipal fixation, to escape his family and his origin. His escape route is by way of the WASP Establishment. He is Mayor Lindsay's Assistant Commissioner for the City of New York Commission on Human Opportunity; and he is the lover of a number of Protestant girls, but especially of the Monkey, a high-fashion model who can not spell but has taken all the lessons in sexual gymnastics.

Portnoy's Complaint is very funny and very dirty. But it is not what some enthusiasts have taken it to be—a comic masterpiece. The origins of *Portnoy's* comedy are (as the author himself implies when he mentions Sam Levenson) in the monologue of the Jewish night-club comedian; and also in the high school locker room obscenity, in adolescent sexual fantasy, and in the dirty joke, as it circulates in our culture. Roth will do anything for a laugh: grotesque chapter headings that ineptly interrupt the confessional stream, a trick ending that is another easy out. (We hear the burlesque stage Viennese of Portnoy's psychiatrist as the novel ends. "Now we may perhaps to begin, yes?" Peter Sellers for that bit?)

AND Philip Roth does need an "out," for here, as in most of his works, the fundamental conflict is never satisfactorily resolved. Portnoy rejects his overwhelming, castrating mother, his constipated and emotionally impotent father, and along with them the moral and familial values of his heritage. Moreover, the concluding sections of *Portnoy* return us to the situation of "Eli, the Fanatic." When Portnoy attempts to assume

(PARAMOUNT PICTURES PHOTO)

Neil and Brenda (Richard Benjamin and Ali MacGraw) share shower in film version of "Goodbye Columbus."

his heritage in a purer form by means of a visit to Israel, he finds that he is sexually impotent. Where can Portnoy find a meaning?

Well, there is a kind of etiolated sympathy for the non-white underprivileged. At the start of Philip Roth's career, in "Goodbye, Columbus," he sentimentalized over "the little colored kid who liked Gauguin" and just spent entire days in the Newark library studying the Frenchman's paintings. Portnoy has chosen not a lucrative, private law practice in the city but service in the cause of unassimilated minority groups. Still neither he nor the Monkey take this commitment of his very seriously: "Suffering mankind don't mean shit to you." Portnoy's primary devotion is to his own sexual apparatus. In a review of *When She Was Good* that appeared in *Commentary*, Robert Alter observed that Roth suffers from "a general deficiency in the sympathetic imagination of humanity"; and Leslie Fiedler (one of the 50 most brilliant men in America) has described Roth's work as "morally obtuse." Regrettably these observations are correct. The characteristic Roth protagonist from Neil Klugman, to Eli Peck, to Gabe Wallach and Paul Herz, to Alexander Portnoy is a Narcissist of the most extreme kind. (And Philip Roth's most characteristic narrative method is the first person.) Even Portnoy has this to say of himself (from which we can take some encouragement): "Loving. Too-ey on you! Self-loving, boychick, that's how I spell it! With a capital self! Your heart is an empty refrigerator! Your blood flows in cubes! I'm surprised you don't clink when you walk!"

During one of the scenes of perverse dalliance between Portnoy and the Monkey, Roth has the artistic tactlessness to quote in its entirety William Butler Yeats's magnificent "Leda and the Swan." The passion and irony of the poem's noble language are completely out of place in the context, and Yeats's lines serve to remind us of the immense chasm that exists between a tragic world vision and the atmosphere of *Portnoy's Complaint*. Just as Roth lacks a metaphysical vision, he also lacks a human, and therefore profoundly comic, one. The comedy of the *Complaint* is neither broad nor deep; it does not express that generosity of spirit we find in great comedy any more than it expresses the savage and saving indig-

nation of irony. The comedy of Portnoy's complaint rests on that most egoisitic of comic forms, the wise crack.

IT is instructive to compare *Portnoy's Complaint* to the most recent work of our most representative living novelist, Norman Mailer. *Why Are We In Vietnam?* is every bit as foul-mouthed as *Portnoy's Complaint*; it too revels (like most of Mailer's later fiction) in perverse sexuality and a language of such crudity that it succeeds by its excess. But *Why Are We In Vietnam?* (which does not, by the way, give us the simple-minded explanation of our presence there that Mailer's New Left admirers anticipate) is a work of genius, of tormenting ambiguities, and of profound moral significance. Norman Mailer, for all his mad clowning, is a profoundly moral and profoundly *Jewish* writer; and he derives the strength of his very great talent from his consciousness of the Jewish experience in America and throughout history. Mailer knows perfectly well that the process of cultural assimilation has produced Jewish families as vulgar and empty as the Patimkins. And he does not depend for his strength on the tribal values of Mamma and Pappa Herz or Mamma and Pappa Portnoy. (At this point I would want to observe, however, that by any objective standard the desperate belief of the Herz and Portnoy parents in the value of family, procreation, transmission of cultural heritage, and professional accomplishment is infinitely superior to Alexander Portnoy's life of onanism.) Norman Mailer can hate; Norman Mailer can despise; Norman Mailer can befoul: He can also love. Mocking his own egomania, exaggerating his own self-love in his recent works, both fictional and reportorial, he has given utterance to something Philip Roth has barely glimpsed, to the metaphysical torment and to the grotesque comedy of the modern consciousness. And Mailer's vision of man as both Angel and Pig is grounded, as Lance Cohen '69 has shown me, in the ancient Hasidic school of Judaism.

The supreme irony of Philip Roth's career is that obsessed by the Jewishness he rejects and lured by the WASP-ishness he despises (and which has taken him to its bosom), he apparently does not sense that even his negations are those of the Establishment. As Leslie Fiedler has written:

> *It is not enough merely to know that at the moment serious Jewish writing comes to play a central part in American life, the larger Jewish community is being assimilated to certain American values which are inimical to everything for which that serious writing stands, pledging allegiance to belongingness and banality and sociability while condemning abberration and intellectual concern and dissent. One must also be aware (as perhaps even a belated Forties writer like Philip Roth is not sufficiently aware) that the opposition to belongingness and banality and sociability has been itself kidnapped by suburbia. Anti-conformism has become a comfortable slogan of the well-to-do middle-aged with B.A. degrees, and intellectual concern itself has been transformed into academic diligence: standard equipment for teaching jobs at the colleges . . . .*

Service to Mayor Lindsay (epitome of established sanctities); lip service to the torments of the Black ghetto (now, in its agony, anti-Semitic); stud-service to the Monkey (in her sick emptiness, the very symbol of a decadent culture): all these stamp Portnoy as Establishment to the core. "Is this truth I'm delivering up, or is it just plain *kvetching?*" asks Portnoy. One can only answer, "Your complaint is dirty and funny, Alexander. There is some truth in it, and almost as much talent as your creator manifested just once before in "Eli, the Fanatic." But your truth does not enter into the lives of others. Your creator's vision is limited by his rejection of the only meaningful culture that is available to him and by his failure to find anything significant enough to take its place. Yes, Alexander, mostly what you tell us *is* just plain *kvetching*.

A Harvard man, Class of 1949, who investigated the cultural riches of Yale University, M.A. 1951, and of Columbia University, Ph.D. 1959, Dr. James F. Carens joined the Bucknell faculty in 1954. He is the author of THE SATIRIC ART OF EVELYN WAUGH *(1967) and the forthcoming* THE LETTERS OF OLIVER ST. JOHN GOGARTY, *1904-10. He journeyed to Ireland this past summer to lecture at sessions of the James Joyce Conference. During the past year he organized the Bucknell University Press Studies of the Irish Writers, a series of approximately 50 scholarly monographs which will constitute a significant history of modern Anglo-Irish literature when completed. Dr. Carens is associate professor of English and editor of the Bucknell University Press.*

Varied Worlds

From Page 2

in internal medicine at the University of New Mexico from 1963-66. Finally, in 1966, he set up private practice in Las Cruces, New Mexico, accompanied by his wife, Helen, whom he had married on December 22, 1965. During their two years in Las Cruces, two daughters were born to the Hunt's: Jocelyn Paula, now two years old, and Larissa Lee, age one.

In the past year, Dr. Hunt's selfless dedication to his profession had led him to missionary work under the auspices of the Commission on Ecumenical Mission and Relations of the United Presbyterian Church. In preparation for his service in Iran, Dr. Hunt spent some months training at the Missionary Orientation Center, Stony Point, N. Y., where he found that two other Bucknellians shared his concern for aiding the less fortunate people of the world. Herb Wilcox '50, and his wife, Janice (Cupp) '51, were also at the Center, preparing for work in the Philippines.

The achievements of this dedicated Bucknellian are in keeping with his distinguished family history. His great-uncle was Emory Hunt, president of Bucknell from 1919 to 1931, and his aunt was Miss Mary H. Hunt, long-time recorder for the University.

Alumni Club Prize

G. Edward McComsey, D.D.S. '52, president of the Bucknell Alumni Club of Monmouth-Ocean, and his wife, the former Alicia Dollman, entertained eight members of the Class of 1973, together with their parents, at their home in Toms River, N. J. on August 22. A high-light of the reception was the awarding of a $100 textbook scholarship to Margaret Smalser '73, Englishtown, N. J. Recommendation for the selection was made by Mr. Fitz R. Walling '46, Director of Admissions at Bucknell.

Distinguished Historian

A distinguished historian of military affairs, Martin Blumenson '39, M.S. '40, has accepted appointment for one year as Visiting Professor of Military and Strategic Studies at Acadia University, Nova Scotia, Canada. This is one of five chairs established by the Canadian Department of National Defense.

Professor Blumenson's excellent study of the battle for *Kasserine Pass* was reviewed in the May 1967 issue of this magazine. Two additional studies, *Sicily: Whose Victory?* and *Salerno to Cassino,* are scheduled for publication during the coming year.

After receiving his degrees at Bucknell, Professor Blumenson pursued his graduate studies in history at Harvard University. He served in the European Theater in World War II, and has previously served on the faculties of Hofstra College and the U. S. Merchant Marine Academy. He commanded the Third Historical Detachment in Korea, was the historian of the joint task force that conducted the atomic weapons tests in the Pacific, and has served since 1957 as a senior civilian historian in the Army's Office of the Chief of Military History.

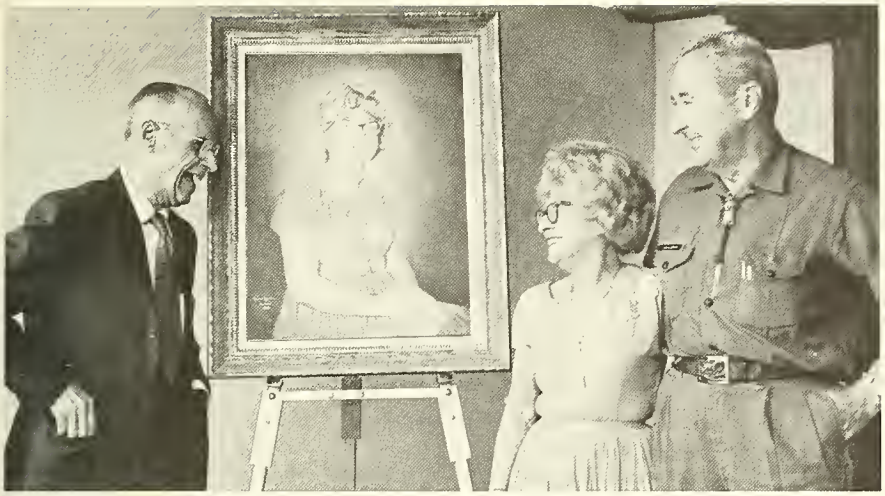
His other books include: *Anzio: The Gamble that Failed, The Duel for France: 1944,* and *Breakout and Pursuit,* a study of the Normandy invasion.

Artist-Scientist

The most recent painting of the talented and diversified Norman Appleton '22 was unveiled in August at the Ernest Thompson Seton Memorial Library and Museum, Philmont Scout Ranch and Explorer Base in Cimarron, New Mexico. It was a portrait of Mrs. Julia M. Seton, wife of the late Ernest Seton. Mr. Seton, whose vast collections of drawings, paintings, and artifacts are housed in the Museum, was a world-famed author-artist, and one of the founding fathers of Boy Scouting in America.

This painting is only one more accomplishment in the long artistic career of Norman Appleton. Always interested in art, Norman's first notable achievements were, surprisingly, in the field of biology. His definitive research on chromosomes of the protozoan Trichodina, while studying at the University of Pennsylvania in 1922, earned him the position of Professor of Zoology at Mount Union College in Ohio. After his career at Mount Union was cut short by the onset of tuberculosis in 1924, Norman moved to New Mexico, where he established, with his wife, the former Carolyn Ten Eyck, the Aspen Ranch School for boys with health problems. This venture was brought to a close by the Depression, five years later, but, still undaunted by either health or financial setbacks, Norman established himself as violin and cello teacher at the Santa Fe

Robert H. Carman, M.D. '52, at left, and his wife, the former Lucile Swetland '52, visited the campus this summer. Bob enjoyed lunch with Prof. James Gathings, center, and Forrest Brown. Bob is now pursuing postgraduate studies at the University of Minnesota. The Carmans expect to return to their medical missionary work in India in June 1970.



Norman Appleton '22, left, visited Philmont Scout Ranch for unveiling of his portrait of Mrs. Julia M. Seton, at right.

School of Music, organizing the first Santa Fe Community Concerts. During his leisure hours, at this time, Norman still found time to pursue his biological interests, conducting studies on malarial diseases of birds.

In 1935, biology once again became his full-time occupation, as he attempted to solve a severe tent caterpillar problem for the state of New Mexico. Working as a parasitologist, Norman developed parasites to destroy the tent caterpillars which had devoured New Mexico's beautiful aspen groves. His research concerning the caterpillars established him as a prominent authority on the subject, and first hints of his yet-to-be-manifested artistic talents were found in the illustrations and photographs which he made in conjunction with his work.

Finally, in 1942, when some financial success allowed a little breathing room, Norman began to paint in earnest, under the direction of his wife, herself a graduate of the New York School of Fine Arts, and a well known Santa Fe artist. Norman's major interest was to paint flowers and birds in the classic portrait tradition, with dark backgrounds, and strong lighting affects, while Carolyn preferred human portraiture. One of the couples first major projects together was a portrait of the Santa Fe archbishop, Edwin D. Byrnes. In 1946, Norman and his wife brought this painting, along with four others, to be displayed during the Centennial Celebration at Bucknell.

Soon after his wife's death in 1948, Norman turned almost exclusively to human portraiture, producing paintings of many notable leaders and benefactors. Two of these portraits, familiar to Bucknellians, are that of Dr. William H. Coleman, which hangs in Coleman Hall, and that of Dr. Robert Rooke '13, a work commissioned by the SAE fraternity.

Presently residing with his second wife, the former Melva Tack, in the house he built thirty years ago, Norman says of his art, ". . . contemporary painting need not be ugly, distorted, unintelligible, nor psychopathic. Today's art lover can still trust in the immortal words of John Keats, 'Beauty is truth, truth beauty —that is all ye know on earth, and all ye need to know'."

Top Engineer

The Board of Professional Employees at the Pacific Missile Range, Point Mugu, Calif., presented their first award of "Professional Employee of the Year" to William L. Mackie Jr. '30, a materials engineer in their Technical Support Department.

This was not the first award Bill has received in the past few years. In fact, it was his seventeenth. The other awards, for various patents and beneficial suggestions, included the Navy Meritorious Civilian Service Medal and Certificate.

Two of Bill's chief accomplishments have been the invention of the PMR Geo-Hut and the Anti-Corrosion Sealing Cap. In addition to the five patents already issued to him, Bill has nine more pending, and several patent disclosures in process. He has lectured and written extensively on weapons systems, publishing articles in *Electronics* and *Modern Plastics* magazines.

Although Bill has spent his career in vital government work, he has still found time to develop interests outside engineering. He not only has hunted and fished for big game in Mexico and the South Pacific, but has owned an avocado ranch in San Diego for a number of years, where he hopes to retire with his wife, the former Gertrude Hastings of Riverside College '36. He is the father of four children, Bill, Jr., David, Mike, and Susan, and has six grandchildren.

Chairs Commission

Raymond K. Irwin '47, director of placement at Bucknell University, was recently appointed chairman of the Commission on Ethics of the National Council of Student Personnel Associations in Higher Education.

This organization, known as COSPA, combines the following professional associations: American Association of Collegiate Registrars and Admissions Officers; Association of College Admissions Counselors; American College Personnel Association; Association of College Unions; Association of College and University Housing Officers; Association for the Coordination of University Religious Affairs.

Also the Association for School, College and University Staffing; Conference of Jesuit Personnel Administrators; College Placement Council; National Association of Student Personnel Administrators; and National Association of Women Deans and Counselors.

Affiliate members include the American College Testing Program, College Entrance Examination Board, and College Student Personnel Institute.

IN MEMORIAM

Dr. MABEL GRIER LESHER '01, a pioneer woman medical missionary, passed away on Thursday, September 11. She was 89. Her husband, the late Dr. Charles Byron Lesher '01, died in 1951.

The daughter of the late William T. Grier, Class of 1871, who served as professor of Latin, Dr. Lesher graduated with summa cum laude honors, and received an M.A. degree in biology from Bucknell. She received her M.D. degree from the Medical School of Johns Hopkins University in 1905.

Married in 1908, she and her husband engaged in private practice in New Jersey until 1910, when they sailed with their 13-month-old daughter for service in China.

While in China Dr. Lesher introduced social hygiene education into the schools for girls and women, using the native dialect in her teaching. Later, the American School in Shanghai asked her to give similar instruction.

During the First World War Dr. Lesher and her husband were in this country for a period of time when she carried on her work in the U. S. Army camps. She held a U. S. Public Health Service certificate.

After 17 years of service in China, the Leshers returned to the United States settling in Camden, N. J., where Dr. Lesher promoted and carried out the health program in the public schools. She traveled from coast to coast while carrying out assignments for the American Social Hygiene Association.

An outstanding teacher, Dr. Lesher taught on both the undergraduate and graduate levels at Temple University School of Education, Rutgers University School of Education, and the New York University Chautauqua summer school.

She served as chairman of several important committees, including the advisory committee on social hygiene education to the New Jersey State Department in Public Instruction, and the committee of social hygiene education in the New Jersey Congress of Parents and Teachers.

Always loyal to her alma mater, Bucknell, she served as chairman of the alumnae committee working for the accreditation of Bucknell by the American Association of Universities. In this capacity she was influential in persuading the trustees to accept women on the board, one of the requirements for recognition. At Bucknell, in 1942, she was elected into membership in Phi Beta Kappa.

Following her retirement and return to Lewisburg, her great social concern was felt in the movement to secure a child welfare worker in Union County, and in service through the Susquehanna Valley Branch of the American Association of University Women, and the League of Women Voters.

Among awards received during a busy lifetime by Dr. Lesher were the Bucknell University Alumni Award for recognized contributions and service to her fellowman, in 1958; and an honorary life membership in the American Social Hygiene Association, in 1947, in recognition of her valued and varied services in that field both in China and America.

She is survived by her daughter Mabel '33, wife of Mr. William Archbold, Oswego, N. Y.

1931

Stricken in the midst of preparations for the completion of his six-year term as superintendent of the Sunbury District of the United Methodist Church, the Rev. Dr. CHARLES A. L. BICKELL died of a massive coronary attack on June 26, 1969. He served in the ministry for 40 years and was preparing to return to an active pastorate in Huntingdon. He received his B.D. degree from Drew Theological Seminary and in 1965 was given an Honorary Doctor of Divinity degree by Lycoming College. He was a member of the Kappa Sigma fraternity. He is survived by his wife, the former Marion Danskin of 132 Race St., Sunbury, one son, Charles S. Bickell of Laurel, Md., and a daughter, Mrs. William A. Jordan of Toronto, Canada.

RALPH B. KOSER, a well-known New York advertising executive, died in Naples, Fla., April 28, 1969, after having been an invalid for several years. His writing won for him many of the top creative awards for excellence of copy. He was an avid football fan and regularly visited Bucknell to enjoy games. Survived by his wife (Box 238, North Windham, Me. 04062), a daughter and two sisters, one of whom is Mrs. LEISER B. JOHNSON '33 (ELLEN KOSER '34) of 409 Fowler Ave., Berwick. Interment was in the Lewisburg Cemetery.

1932

Mrs. William R. Sisley (MARY L. SMITH) passed away in Crawford, N. J. on July 27, 1969. Her husband died several years ago. Mrs. Sisley taught in the Nanticoke schools and later moved to New Jersey and taught in Westfield. After the death of her husband she sold real estate, then earned her M.A. degree at Montclair State College and returned to the teaching field. She is survived by two daughters.

1933

STANLEY J. BIENUS '33, principal of the Benjamin Franklin Junior High School, Hanover Township (in the Wilkes-Barre area), died May 27, 1969 after being stricken by a heart attack while in his office. He returned to Bucknell after graduation and received his M.A. degree in 1936. He was a member of the Phi Kappa social fraternity which was active on the campus at that time, and of the Kappa Phi Kappa honorary educational fraternity. He was a member of the University boxing team and took part in other sports. He is survived by his wife, who lives at 45 Downing St., Hanover Green, Wilkes-Barre, and two sons, John, of Woodbridge, N. J., and Stanley, Jr., who graduated from Princeton last June.

1934

JOHN R. HOSTETTER of 640 Balmoral Ave., Winter Park, Fla., passed away April 20, 1969. In earlier years he had resided in Maryland, then California, and in 1954 moved to Winter Park. His wife is the former Dorothy Bagby to whom he was married in 1936. John was the son of the late JOHN C. HOSTETTER '08 who had directed the task of casting the 20 tons of glass for the 200-inch Hale telescope at the Corning Glass Works for the Palomar Observatory. John R. was a member of the Sigma Chi fraternity and of the Bison Club.

1937

Mrs. HARRIETT SPEYER Newcomb died April 29, 1969, as the result of an internal hemorrhage, according to information received from her brother, Walter Speyer of 181 Southdown Road, Huntington, N. Y. Harriett raised and educated her three children, Mary Linda, Herb and Bradley; enjoyed traveling which included several trips outside the United States; took part in church and community affairs; did additional study at Harvard and imparted a real "zest for living" to those who knew her.

1940

GERALD C. HARTMAN died April 17, 1969. He was a teacher and at the time of his death, was chief administrator of the Southern Columbia School District. He is survived by his wife and two daughters.

1941

Mrs. Robert DeLong (ROSAMOND REESE) died January 4, 1969. She was a nurse and had received a Master of Nursing degree from the Yale University School of Nursing. She was active in church and civic affairs, and with her husband and family, had enjoyed extensive traveling. At Bucknell, she was a member of the Phi Mu sorority. She is survived by her husband (Route 17-K, Box 2245, Newburgh, N. Y. 12550) and four children.

1942

Mrs. Thomas J. Johnson (M. LeANNE BOYLE) of 3516 Granado Dr., Palos Verdes, Cal., died June 30, 1969. She had resided in Haddonfield, N. J., and Belleville, Ill., until moving to California just a week prior to her death. Her death was attributed to complications from injuries suffered in an automobile crash several months earlier. On the Bucknell campus Mrs. Johnson was a member of Alpha Chi Omega sorority and was active in Cap and Dagger productions. Among her survivors are her husband, a daughter, and several sons.

Dr. JOHN BOGUSKY of 8310 Cedardale Dr., Alexandria, Va., died May 8, 1969, after a short illness. He received his M.S. degree from Bucknell and his Ph.D. in biochemistry from Georgetown University in 1953. He had been a government scientist for almost 25 years and was senior biological administrator in the Material Command's biological research and development program since 1960. He is survived by his wife, three brothers and three sisters.

1943

Mrs. A. KERMIT BOWER '40 (MILLICENT J. WOOD) died suddenly on May 29, 1969, at her home at 2000 N. Market St., Berwick. She was a registered medical technologist and was employed part-time by the Berwick Water Co. She was active in the Berwick Red Cross Gray Ladies and was a past president of the American Legion Auxiliary. Surviving are her husband and mother, two daughters, Mrs. Deborah Bittenbender and Mrs. Martha Lahr and a son, William, who was scheduled to be graduated from Albright College two days after his mother's death.

WILLIAM T. BELL of R. D. 4, Red Lane, Danville, died July 27, at the Geisinger Medical Center where he had been a patient for a week. Bill was a veteran of World War II, having served as a navigator in the U. S. Army Air Corps. At the time of his death he was executive vice president of Girton Sales Company of Millville. Among his survivors are his wife, the former Jane Ungard, one son, a daughter, HEATHER '69 (now Mrs. Thomas Benner), his mother and a granddaughter.

1948

Dr. RANDALL M. CONKLING and his 16-year-old son, David, were killed in the crash of his airplane atop Fisher's Peak near Trinidad, Colorado, on July 6, 1969. Lightning played around the peak and visibility was poor at the time of the accident. Dr. Conkling was a lieutenant colonel with the Air Force Reserve and was piloting the plane. He was head of the Mathematics and Physics Departments and Director of the Computer Center at New Mexico Highlands University. Dr. Conkling earned his Ph.D. at the University of Florida and had been an associate professor at the University of New Hampshire and later at New Mexico State University before going to Las Vegas in 1964. Survivors are his wife, the former Lucille Peck, two children, Amy and Paul, and two sisters.

1949

Mrs. Alphonse E. Kanovich (FLORENCE H. TOBIAS) died June 13, 1968, according to information received from her husband recently. Florence was a native of the Shamokin area but moved to Arizona soon after leaving Bucknell and had resided there since that time. Prior to attending Bucknell, she was graduated by the Johns Hopkins School of Nursing.

1950

DANIEL L. WELLER of R. D. 1, Bechtelsville, passed away on April 14, 1969, following a heart attack. He had received his B.S. degree from Albright College in 1928, and his M.S. from Bucknell. He taught in the Conyngham Township School District for 26 years, retiring in 1962. The past seven years he operated an ice cream truck in the Pottstown area under the tradename "Dairy Dan." He was active in civic and fraternal affairs of his area. Survivors include his wife, two sisters and two brothers.

1951

WILLIAM A. LUBLOW passed away in a Philadelphia hospital in May 1969. He had served as chief classification and parole officer with the U. S. Department of Justice and during the years had been assigned to numerous federal correctional institutions. Several years ago he retired from the federal system and was the correctional caseworker supervisor at the Rockville State Prison near Bellefonte. He is survived by his wife, the former Marion Hendershot of R. D. 3, Box A, Bellefonte.

1952

JOHN VanWIRT JOHNSON died July 11, 1969 in the Sloan Kettering Cancer Research Center of Memorial Hospital in New York City after an illness of several months. During his high school career he was an outstanding student and athlete and graduated from Lewisburg High School in 1947. He then entered the United States Marines where he played football with the Quantico championship All-Navy team of 1948. He entered Bucknell following his Marine service and continued to make records in football and golf. He was a Kappa Sigma member. Van was an ardent outdoorsman and conservationist and his love for bird dogs, hunting and fishing, combined with his good sportsmanship, earned the admiration of all who knew him. From 1952 to 1955 he was employed by ALCOA, then became associated with Johnson Chevrolet-Cadillac, Inc., until 1961. He taught and coached in the Danville High School one year then joined Auchincloss, Parker and Redpath in the Wilkes-Barre office of the New York stock brokerage firm and maintained his office contacts throughout most of his period of illness. From a true Bucknell family, he married BERDA J. STOUT of the Class of 1953 who survives him with their four children, John VanWirt, Jr., Elizabeth, Richard and Alice, all at home. Other survivors are his mother, Mrs. Albert W. Johnson of Lewisburg; six brothers, DONALD M. '24, ALBERT W., JR. '25, PAUL E. '32, WILLIAM S. '41, DAVID C. '48 and Col. Frederick W. Johnson, also two sisters, Mrs. Edward W. Peterson (MARY LOUISE '40) and Mrs. Alan B. Sigler (DIANE C. '55). His father, the Honorable ALBERT W. JOHNSON of the Class of 1896 preceded him in death as did his brother, MILLER A. '20. The address of Mrs. Johnson and her four children is: R. D. 3, Box 403, Shrine View, Dallas, Pa. 18612.

1954

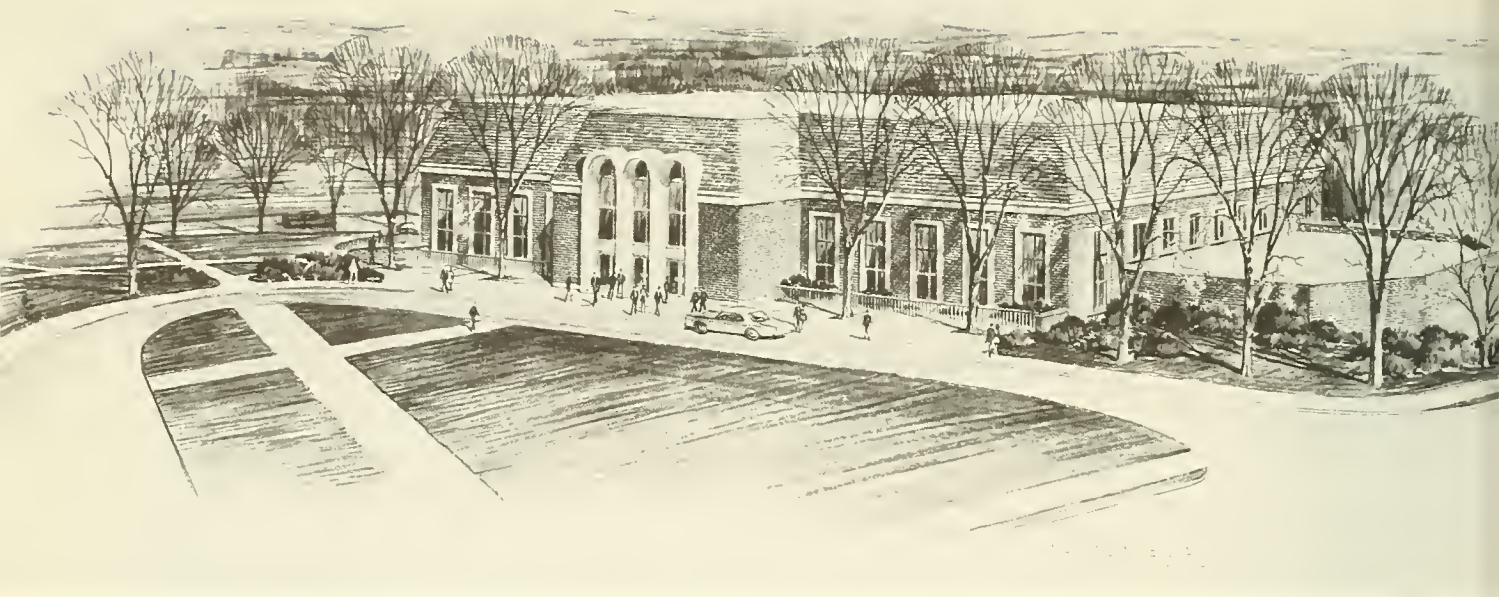
GERARD G. GALLOWAY of 15 Pennymeadow Rd., Sudbury, Maine 07716 passed away July 8, 1969. Following his graduation from Bucknell he joined IBM. In 1956 he entered the United States Army for a two-year tour of active duty during which time he managed an IBM installation at the Walter Reed Hospital in Washington, D. C. He rejoined IBM at the completion of his military service. In June 1955, CAROL LEE MITCHELL '55 became his wife. At Bucknell he was a member of the Sigma Phi Epsilon fraternity. Among his survivors are his wife and two children, Donna and Stephen, also a brother, Cdr. JAMES E. GALLOWAY '49 of 10822 Colton St., Fairfax, Va. 22030.

1967

Word has been received of the death of MELVIN N. VUYNOVICH on July 22, 1968. Mel had entered Bucknell in 1962 as an electrical engineering major, later changing his major to sociology which required more time on campus. He was a member of Phi Eta Sigma and Tau Beta Pi honorary fraternities and had served on the BUCKNELL ENGINEER staff. He was forced to leave school in January 1967 because of ill health.

1968

We were in error in the May issue of THE BUCKNELL ALUMNUS in listing HOWARD A. KELLY, JR., as deceased. It was his father, Howard A. Kelly, Sr. who died, and the mistake was made in the information we received. We extend to Howard and his family our apologies for the error and our sympathy in their loss.



Artist's sketch of new University Center. View is from Marts Hall, looking toward intersection of Moore Avenue and Seventh Street.

AROUND CAMPUS

New University Center

Ground was broken for the new University Center, or student union, during Homecoming ceremonies on Saturday, October 11. When completed in 1971, the new multi-million dollar building may well be the dominant structure on campus.

The Center, which will cover approximately 79,000 square feet, is expected to cost between four and five million dollars and is one of the chief projects to be financed by Bucknell's current 125th Anniversary Challenge Campaign.

Designed by the University's architects, Larson and Larson of Winston-Salem, North Carolina, the four-story building will be of modified Georgian colonial design with a brick and slate exterior. It will be located south of Moore Avenue and west of Seventh Street on the campus.

Expected to be a center of many University activities, the building will replace many of Bucknell's current facilities and will also provide much-needed office space and opportunities for extra-curricular activities and entertainment.

The ground floor of the structure will be dominated on one side by a bookstore and on the other by a coffee shop, game room, and activities room.

This floor will also include a dark room for student use, a barber shop, and a 3,000 box post office. The bookstore will be three times the size of the one now located in the Carnegie Building and the post office facility will replace the ones now being used in Larison and Roberts Halls.

Kitchen, dining and other food service facilities will occupy the first floor of the building. The planned cafeteria will provide for service of 40 persons per minute and up to 2,000 persons at one time. When used as a dining room with table service it will accommodate nearly 1,000 persons.

An open terrace at the west end of the dining room may be used for dining, studying, parties or relaxing.

The second floor will include a main lobby, offices for the director of the Center, a forum or theater with a 250-seat capacity, a multi-purpose program room, a music listening room, a browsing library, the main telephone switchboard, a communications desk with newsstand and teletype machines, and several lounges, meeting rooms, and private dining rooms.

The third floor will include the upper section of the forum, a large lounge, offices and interview rooms for the placement service, facilities for the student radio station, student newspaper and other student publications, and a large storage area.

It will also include meeting rooms and offices for student government organizations and office and work space for other student organizations and activities.

Planning for the building has been going on for the past several years,

and during the past year a University Center Committee, composed of administrators, faculty members, and four undergraduate students, has actively planned and discussed many of the features and details of the structure.

This committee has visited student unions and similar facilities at other schools and last winter presented its plans for the University Center to an open meeting of the University community. Many features of the building were discussed at this time and several modifications in the plans were made following the meeting.

Class of 1973

The largest freshman class in three years, 455 men and 249 women, began studies on September 10 as Bucknell began its 124th academic year.

The 704 freshmen were selected from 5,020 applicants, of which 2,012 were offered admission. Among the applicants, there were 1,100 requests for financial aid and 315 applicants were offered assistance. A total of $288,000 in aid will be received by 156 members of the Class of 1973.

Of the women, 87 percent ranked in the top tenth of their class and 97 percent in the top fifth. Of the men, 56 percent ranked in the top tenth and 84 percent in the top fifth. Average SAT test scores for women were 634 verbal and 644 math; for men, 596 verbal and 668 math.

Pennsylvania is represented by 256 freshmen. There are 152 from New Jersey, 117 from New York and 39 each from Connecticut and Maryland. Twenty are from Massachusetts, 13 from Ohio, 12 from Virginia and five each from Delaware, Illinois and Washington, D. C. In addition, there are students from 13 other states, one from Puerto Rico and three from other nations.

Summer School

Figures released by University Registrar Florence Pyle show that a total of 415 undergraduate and graduate students were enrolled on campus this summer. The 239 graduate students include 65 men and women enrolled in the National Science Foundation-sponsored Summer Institute in Science and Mathematics.

Summer school enrollment in 1968 was 434, but 34 of these students were taking part in special programs in Florence, Italy and at the International Christian University in Tokyo.

Bucknell's largest summer school enrollment in the past ten years was 821 in 1962 and enrollment has decreased each year since 1964 when 745 students were on campus. The record summer school enrollment was 1,088 in 1946.

The summer school enrollment figure does not include 32 high school science students enrolled in an NSF-sponsored institute and approximately 50 men and women in Bucknell's 26th annual Institute for Foreign Students.

No Drop in Demand

Campus disorders failed to diminish college recruiting in 1968-69—at least at the bachelor's-degree level. Instead, the volume of activity rose to an all-time high, according to Raymond K. Irwin '47, placement director at Bucknell University, one of 135 colleges and universities participating in the College Placement Council's Salary Survey.

The total number of bachelor's offers reported in this year's CPC Survey went up 11% over last year and 9% over 1966-67, the former peak year.

In sharp contrast, volume at the master's and doctoral levels continued to decline. The number of master's offers was 35% below last year and 41% under two years ago, while the doctoral volume dropped 31% from last season and 43% from 1966-67.

The Council's data are based on actual offers being made to male students at the three degree levels at representative institutions from coast to coast.

Of the 16 types of employers covered in the bachelor's study, only four made fewer offers than in the former record year of 1966-67, while several stepped up their recruiting tempo substantially. Paradoxically, however, of this latter group only public accounting and research firms were at the top in percentage increase of dollar value of offers.

Public accounting firms, continuing a trend of five years, recorded the largest percentage increase in dollar value, raising their average offer 10.7% since last June and 20.3% since June 1967.

As might be expected, accounting majors experienced the largest increases in beginning salary offers, finishing with a monthly average of $761, a gain of 10.4% this season and 19.5% since 1966-67. Next was the physics-chemistry-mathematics group which went up 7.7% to $784. Chemical engineers followed at 7.5%, putting them at $849 per month, the highest average by far at the bachelor's level. Electrical engineering was second dollarwise at $826.

The over-all average for technical students rose 6.8% to $819 while the average for non-technical students, pulled up by the sizable accounting increase, advanced 8.2% to $711.

Faculty Study

Seven faculty members are now on sabbatical leave or leaves of absence pursuing studies in their special disciplines.

Dr. Joseph P. Fell, associate professor of philosophy, received a leave of absence for the first semester of the coming academic year and a sabbatical leave for the second semester.

He has received a fellowship from the National Endowment for the Humanities and will spend the 1969-70 academic year in Freiburg, West Germany, completing research on contemporary European philosophers Martin Heidegger and Jean Paul Sarte.

Leaves of absence for the full academic year were approved for Dr. Bennett Dyke, instructor of sociology; Dr. William L. Goodwin, assistant professor of education; Barry R. Maxwell '59, instructor in mechanical engineering; and Dr. William I. Miller '26, professor of mathematics.

Professor Dyke has accepted a post-doctoral fellowship from the Population Council and will work in the field of genetic demography at

the University of Michigan's Department of Human Genetics.

Dr. Goodwin has been awarded a post-doctoral research fellowship by the Office of Educational Research of the U. S. Office of Education, and Professor Maxwell will continue his doctoral studies at the University of New Mexico.

Dr. Warren T. Morrill, associate professor of sociology, was given a leave for the first semester to continue research sponsored by a grant from the National Institutes for Mental Health, and Michael A. Santulli, assistant professor of philosophy, was granted a leave for the second semester to pursue doctoral studies at the Pennsylvania State University.

Engineering Advisor

Thomas Howitt, Jr., vice president and director of Corporate Development for Corning Glass Works, has been named to the Engineering Advisory Committee at Bucknell University.

A graduate of the Massachusetts Institute of Technology, Mr. Howitt joined Corning Glass Works in 1950 and served for the next two years as an equipment engineer at the Parkersburg, W. Va. plant.

He was a senior machine designer in Corning from 1952 to 1956, served as supervisor of machine development from 1956 to 1959, was manager of special process research from 1959 to 1961, and in 1961 was named director of process research in the Technical Staffs Division.

Mr. Howitt was appointed director of corporate development in August 1968, and was elected vice president in December.

He is also vice president of the Board of Education of the Corning-Painted Post Area School District and is one of the school board's representatives to the Board of Trustees of Corning Community College.

Bucknell's Engineering Advisory Committee is responsible for examining the program of engineering education at Bucknell and making recommendations from an industrial point of view to the president of the University.

Ed Romance of Radio Station WMIM, Mt. Carmel, interviews Greg Doviak, Bison quarterback who is a coal region native. WMIM and WUDO, Lewisburg, broadcast all Bison grid games with "Sherm" Doebler '49 calling the play-by-play.

Student Research

Research on the college campus certainly isn't confined to faculty members and graduate students.

Six Bucknell University undergraduates, all of them majoring in biology, spent the summer on the campus working on research projects under the direction of five faculty members.

This research was made possible by a grant of $8,400 from the National Science Foundation to Dr. Jack E. Harclerode, associate professor of biology and chairman of the department.

Students working on the projects included Mark L. Dembert, a junior from Altoona, Pa.; F. Lee Dutton, a junior from Gaithersburg, Md.; Miss Roberta L. Fish, a senior from Ashaway, R. I.; Dennis J. O'Kane, a senior from Princeton, N. J.; Thomas R. Spitzer, a senior from Canton, O.; and Michael R. Sussman, a junior from Queens Village, N. Y.

Mr. Dembert worked with Dr. Harclerode; Mr. Dutton with Dr. Frank Little, assistant professor of biology; Miss Fish with Dr. David D. Pearson, assistant professor of biology; Mr. O'Kane and Mr. Sussman with Dr. Richard J. Ellis, assistant professor of biology; and Mr. Spitzer with Dr. Hulda Magalhaes, professor of zoology.

Research on Plastics

A grant of $25,600 from the National Science Foundation has been received by Bucknell University and will be administered under the direction of Dr. Paul H. DeHoff, assistant professor of mechanical engineering.

The grant will be used for research on the "Material Response of Anisotropic Polymeric Films," a program concerned with ways to describe and measure some of the fundamental properties which are important in both the processing and the use of plastics.

The research will be primarily concerned with those plastics whose strength can be improved by permanently stretching them at elevated temperatures. Common products which use these types of plastics are food wrapping films, magnetic tapes, and fibers used in wall to wall carpeting.

This research has been made necessary because plastics are currently being used in many products and structural applications which previously required the use of metals or wood. With this increasing interest in plastic materials, it is necessary to understand how they will react to the loads and forces which will be encountered.

Because the response of plastics to deforming forces is generally more complicated than metals, much research is being conducted to bring about a better understanding of the behavior of plastics.

Scientific Equipment

Bucknell University has announced receipt of three grants, totaling $17,800, from the National Science Foundation for the purchase of instructional scientific equipment.

The grants will be administered by Dr. Jack C. Allen, Jr., associate professor of geology; Dr. Edward J. Mastascusa, assistant professor of electrical engineering; and Dr. William J. Snyder '46, assistant professor of chemical engineering.

Invite Alumni To Join January Program Tours

Dr. John W. Tilton '52, director of the newly instituted January Program, announces that space is available for Bucknell Alumni on several group tours overseas. While designed as study tours for Bucknell undergraduates, each tour allows Alumni an opportunity, at considerable reduced rates, to take advantage of a structured intellectual-travel experience planned and conducted by Bucknell faculty members.

An early indication of interest is advisable. Please write or telephone (717-524-1440) Dr. Tilton, who will put you in touch with the faculty sponsor of the January project you select.

The following five programs are still available:

1. The study of volcanoes on the islands of Hawaii, Maui, Kauai, and Oahu will be conducted by Dr. Jack C. Allen, Jr., assistant professor of geology. The trip will last two and one-half weeks and will cost about $500.

2. The field study of the cultural and physical landscapes of North Africa (Tunisia, Algeria and Morocco) and the Sahara will be conducted by Dr. Richard Peterec, associate professor of geography and geology. Tour will take four weeks and cost about $800.

3. The study of major films and plays currently appearing in Paris will be conducted by Dr. Allan W. Grundstrum, assistant professor of French. A knowledge of French is a prerequisite. Cost of the tour is about $655.

4. An interdisciplinary study of the history of art and music of Russia will be conducted in Moscow and Leningrad by Dr. Robert E. Beard, assistant professor of Russian. Some knowledge of Russian is recommended. Tour is for three weeks, departs from Kennedy Airport, New York, and costs about $750.

5. An interdisciplinary study of Rome, with special emphasis on the city's history and the development of painting, sculpture and architecture, will be conducted by Dr. David Martin, professor of philosophy. Tour will be four weeks and will cost about $700.

Telephone: 717-524-1440

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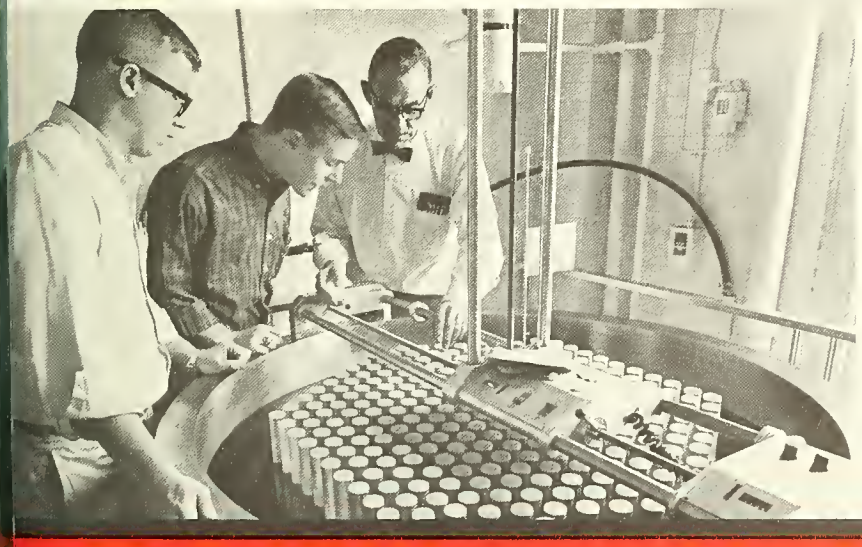
NOTE: Figures in brackets (70) indicate year in which terms expire

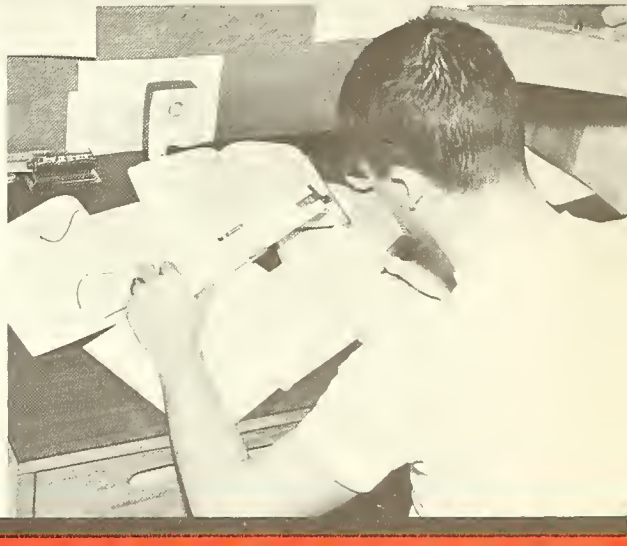
DECEMBER, 1969

THE BUCKNELL ALUMNUS

1894-1969: 75 YEARS OF ENGINEERING EDUCATION . . . *See Page 1*

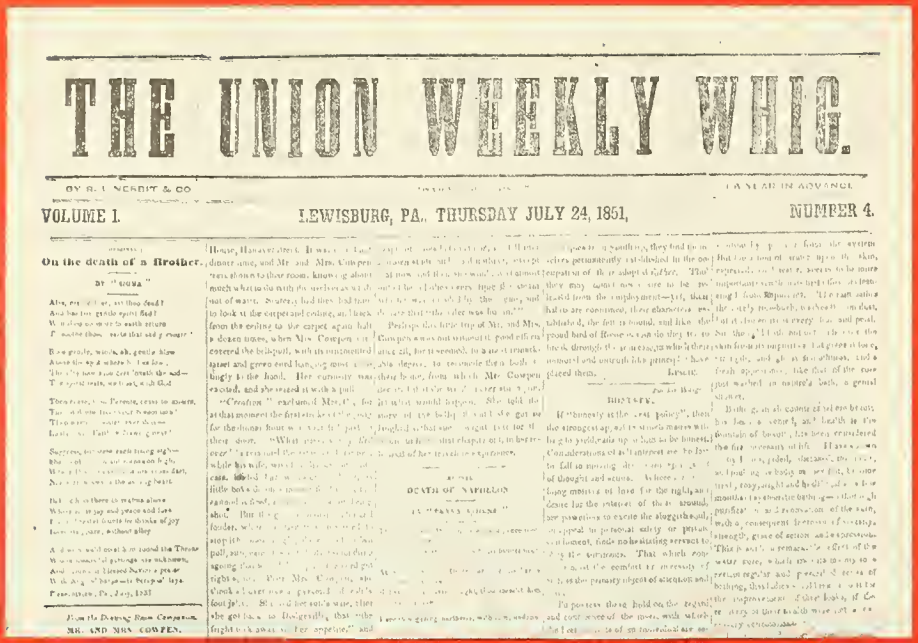
Familiar sight on campus are groups of students doing field work in surveying. Above, a delicate touch does it for experiment in chemical engineering, but long hours of study are still required to attain skills, bottom right. Prof. George W. Minard demonstrates use of sub-critical reactor, at bottom left. Engineering studies were introduced in 1894.





SIQUEIROS' GREAT MURAL . . . *See Page 20*

RESEARCHERS WIN INTERNATIONAL PRIZE . . . *See Page 14*



THE UNION WEEKLY WHIG.

BY R. L. NESBIT & CO. — [illegible] — [illegible] IN ADVANCE

VOLUME I. LEWISBURG, PA., THURSDAY JULY 24, 1851, NUMBER 4.

On the death of a Brother.

BY "[illegible]"

[illegible]

From the Drawing Room Companion.
MR. AND MRS. COWPEN.

[illegible]

DEATH OF NAPOLEON

[illegible]

BRISTLE.

[illegible]

Union County weekly newspaper for July 24, 1851 carries four-line notice of University's first Commencement — Wednesday, August 20, 1851.

Almost one-half century later the first classes in surveying and mechanical drawing were part of curriculum.

First Wing of Dana Was Built in 1922.

1894-1969

75 Years of Engineering Education at Bucknell

ON March 4, 1889, Benjamin Harrison was inaugurated President of the United States. Seven weeks later, on April 22, Oklahoma country, part of what was known as Indian Territory, was thrown open to settlers by Presidential order. By sundown, two tent towns were booming, Guthrie and Oklahoma City.

It was a year of dramatic events in America and in the world. It was the year, for example, when Bismarck made his famous speech to the Reichstag, boasting that "we Germans fear God, and nothing else in the world." And it was the year that "Nellie Bly," really Elizabeth Cochrane, a reporter for the New York *World*, sought to outdo Jules Verne's hero in *Around the World in Eighty Days*. She did it, making the trip in 72 days, six hours, and 11 minutes. This was in November, the same month that the states of North Dakota, Washington, and Montana entered the Union.

And it was late in that year, 1889, that President John Howard Harris, of the Class of 1869, H'24, newly inaugurated Bucknell's fourth President on June 25, held discussions with Mr. William Bucknell, suggesting courses in engineering as a desirable element in enlarging the scope of the University and in meeting the demands by the growing new industries of the nation for technically trained people. A young man who was really a third choice of the trustees, Dr. Harris had been elected to the Board of Trustees in 1887.

Behind this suggestion was a philosophy of education. Dr. Orin Oliphant, Emeritus Professor of History, in *The Rise of Bucknell University* (pp. 192-93), outlines the views expressed by Dr. Harris in his Inaugural address:

> *. . . Although still believing the "primary object" of education to be the acquisition of "power" through discipline, he was not committed to the studies traditionally used to achieve that object. On the contrary, he would select from branches "equally valuable for discipline" those which would keep the student in touch with his own times and with his own country: the constitution of the United States, for example, rather than the constitution of Athens; modern languages, especially English, rather than Latin and Greek, although the classical languages he would not discard. Because he perceived that the present is rooted in the past, he would not break with the past; and he would be very unwilling for any student to leave the University without having acquired a knowledge of the historical development of each branch of learning that he had studied. Yet reverence for the past, he believed, should not blind one to the accomplishments of the present or to the demands of the future. To meet the needs of the present and the future, he would pay particular attention to the natural sciences, and he would accept without question the practice of coeducation. Indeed, the nature and the scope of the program of the University would be determined by the value of subjects for discipline and knowledge, by the needs of the constituency of the University, and by the ability of the University to do the work well. Finally, a "sound physical basis" for the development of men he did not question, and he expected to see available in Lewisburg in the near future a gymnasium "in charge of a competent director."*

President John H. Harris
(copy of 1917 portrait)

Though the nation was booming, the economy expanding, President Harris faced a dilemma which seems to be as old as it is new. He needed money to execute his ideas. However, faced with a limitation of funds, he sought ways to implement his ideas while seeking new resources.

In the years following his inauguration he had begun to revamp the curriculum with new courses in anatomy, American history, embryology, osteology, parliamentary and Roman law. These required few demands for funds, but the problem with introducing courses in engineering was the cost of equipment. The president solved this by moving to introduce courses in civil engineering, a curriculum which required new strength in the math department and the introduction of new courses in mechanical drawing, surveying, and chemistry. In the catalog for the 1893-94 academic year appears the first elective course as part of a program in "surveying, city surveying, and civil engineering." It was taught by Dr. William C. Bartol, Class of 1872, a mathematician.

Prof. William C. Bartol

THE time between the origin of the idea and the first course was five years. A new President of the United States, Grover Cleveland was inaugurated in 1893. A month later, in April, Henry Ford wheeled his first automobile from the workshop for a road test. That summer, while Eugene Debs led the fight to form the American Railway Union, the stock market crashed. In the fall, the Cherokee Strip, between Kansas and Oklahoma, opened to settlers, and more than 100,000 "boomers" moved in. Just before that, Professor Frederick Jackson Turner read his paper, "The Significance of the Frontier in American History," before the American Historical Society of Chicago. Later that year, John Dewey was called to the University of Chicago as professor of philosophy and psychology.

President Harris was also seeking new men. He had launched a new educational philosophy at the University, and his plans went beyond the courses in engineering to the inauguration of a four-year program which would lead to the Bachelor of Science degree "uncontaminated" by any requirement in the classical languages. (See Oliphant, *The Rise of Bucknell,* p. 195).

An outgrowth of that philosophy was a policy of drawing upon Bucknell's own resources for teachers and equipment, whenever possible. As the number of students in the new civil engineering courses grew, President Harris recruited an outstanding Alumnus, Charles A. Lindemann, Class of 1898 with M.A. in 1899, and sent him to Harvard for special studies in engineering. When he returned prepared for his duties, the first four-year program was launched in 1902. Five years later, in 1907, eight graduates received their B.S. degrees in civil engineering, marking the first time a differentiation was made in the B.S. degree at Bucknell University.

But the world had not stood still. "Yellow journalism" began its rise, and the "Yellow Kid" cartoon strips began appearing in Hearst's New York *Journal* and in Pulitzer's New York *World.* The first automobile race had been run from the heart of Chicago to the suburbs, 54 miles at the burning rate of seven and one-half miles per hour.

Billy Sunday began his career as an evangelist and Ralph G. Ingersoll gave his lecture, "Why I am an Agnostic." In the academic world Roentgen's X-ray was tried at Yale University (the rays were discovered in 1895) and Andrew D. White published his famous *History of the Warfare of Science with Theology in Christendom.* Edison's vitascope provided the first showing of *moving* pictures in New York; Samuel Langley flew a heavier-than-air model airplane 300 feet, and the U. S. entered (in 1897) a decade of prosperity—a decade that included

Prof. Charles A. Lindemann

the Klondike gold rush, and the completion of the Boston subway, the first in the U. S.

In 1900, the population of the U. S. was 75,994,575—of which 10,341,276 were foreign born. There were 8,000 automobiles in the nation, one for every 9,500 persons, and 144 miles of hard-surfaced roads.

On September 6, 1901, while attending the Pan-American Exposition in Buffalo, N. Y., President William McKinley was shot by the anarchist Leon Czolgosz. The President died on September 14, and Vice President Theodore Roosevelt took the oath of office in Buffalo at 3:00 P. M. that day. One month later, the new President entertained Booker T. Washington at the White House and reprisals for this act of the nation's leader were taken against Negroes in the South.

In 1902, the Rhodes Scholarships for study at Oxford were established. The Carnegie Institution of Washington was founded for research, and John D. Rockefeller established the General Education Board for the promotion of education in the U. S., providing the Board in the course of the next seven years with some $53,000,000. In the spring of that year, the Anthracite coal strikes began, idling more than 140,000 miners. The strike ended in October after President Roosevelt intervened and both sides accepted the mediation of a special presidential commission.

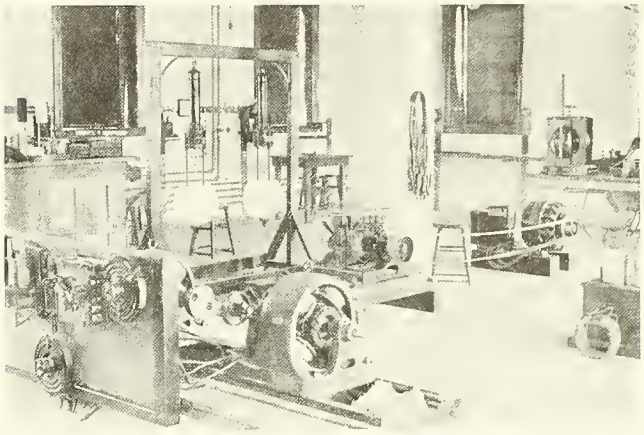
SOME of the drama of these historic events took place in the coal regions just 30 miles distant from Bucknell, but none of it was lost on the man who was attempting to revitalize and revise the curriculum of the University. This is how Dr. Orin Oliphant describes President Harris (p. 193):

> *. . . He was Bucknell's last president of the old school—pastor, teacher, administrator, and counselor acting in* LOCO PARENTIS; *but he was old-schoolish in an unorthodox way. He was not contented with things as they had been, or were. He was not averse to making changes, and, when he thought that changes were needed, he made changes, frequently without bothering other persons about the matter. The spirit of the new regime was quickly perceived and, at least openly, applauded . . .*

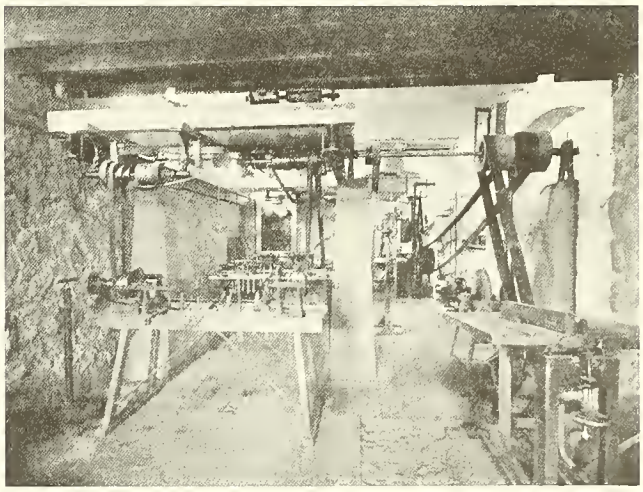
Part of that unorthodox method consisted in a vigorous advertising campaign to recruit students and to raise funds. By 1903, President Harris had raised an additional $100,000 for endowment and began planning enlargement of the curriculum and the campus. He had earlier initiated a program of recruiting outstanding graduates of the University, providing them with opportunities for graduate study and with positions on the faculty.

When his plans were developed for the initiation of courses in electrical engineering, President Harris, in 1904, chose Walter K. Rhodes '03, M.A. '06, to prepare for the introduction of this program by spending three years in graduate work at the University of Michigan. Then, with a competent instructor on campus, President Harris launched a program in electrical engineering.

But there were problems remaining to be solved: finding laboratory space and purchasing needed equipment. President Harris solved the problem of space by moving the electrical labs into the basement of the newly constructed (1907) East College. He sought and found funds for laboratory equipment from a variety of contributors, foremost among these being Mr. Samuel A. Crozer. In this laboratory, and in future laboratories, a do-it-yourself system was developed, the students and instructors making pieces of equipment which the University did not have the funds to purchase. The method of teaching might be called on-the-job training today, but it worked and two technical departments—civil and electrical engineering—were operational.



Most equipment in the first electrical engineering laboratory, above, was donated by Mr. Samuel A. Crozer. But students and professors made some equipment for machine shops, below, located wherever space could be found.



The next phase involved in building the engineering program centered on Mr. Frank E. Burpee '01, M.A. '02, a man who was later to become superintendent of Buildings and Grounds for more than four decades. Mr. Burpee had earned his way through the University by doing repair and construction work on campus property. President Harris first hired him as an instructor in the old Academy. During the next few years, Mr. Burpee did graduate work at the University of Chicago and at the

University of Michigan. He also spent some summer months working in machine shops to learn new techniques being developed. When programs in chemical and mechanical engineering were approved on October 1, 1909, Frank E. Burpee became the first instructor in mechanical engineering.

The problem of lab space was solved in a manner similar to that used for electrical engineering. When West College was completed in 1900, a new power house was constructed. This had a second story which was used for the storage of surplus materials. President Harris converted this area into the mechanical engineering laboratories, providing the fundamental equipment and allowing the students and instructors to build what additional equipment was required.

Laying cornerstone of West College (1899).

Although the first three programs in engineering were an outgrowth of courses in mathematics and remained allied to this department for some years, the program in chemical engineering was allied to a general program in chemistry. The first course was taught in 1912, and Dr. Glenn V. Brown, who received his degrees from Dickinson and the University of Pennsylvania, was placed in charge of the program. The first degrees in chemical engineering were conferred in 1913 and the first degrees in mechanical engineering in 1914. It was Dr. Brown who inaugurated one new procedure: he got his graduates jobs by establishing a kind of placement bureau within the department.

ALL this was done between 1894 and the outbreak of World War I, a period of about two decades. And these were eventful years. In 1906, when President Harris was visiting New York, Maxim Gorky also paid a visit, seeking to interest Americans in freedom for the Russian people. And in April of that year, an earthquake and fires decimated two-thirds of San Francisco. A few weeks later, ground was broken by the U. S. Steel Corporation for the building of Gary, Indiana, in sand dunes and marshes along Lake Michigan. During 1907 the highest number of immigrants in any one year—1,285,-349—arrived in the U. S., and Oklahoma entered the Union. A year later, in 1908, the Harvard Graduate School of Business Administration was established—as was the Federal Bureau of Investigation — and Henry Ford's four-cylinder Model-T was placed on the market at a sales price of $850.50.

In 1909, when President Harris sought approval for chemical and mechanical engineering programs, Professor Thomas H. Morgan, Columbia University zoologist, formulated his theory of the gene, for which he received the Nobel Prize in 1933; the *Harvard Classics,* edited by Charles W. Eliot, were announced; William Howard Taft was inaugurated President of the U. S., and W. E. B. Dubois organized the National Association for Colored People. In 1913, when the first degrees in chemical engineering were granted by Bucknell, Woodrow Wilson was inaugurated President of the U. S., and Henry Ford initiated the assembly line technique of production. Two months before the outbreak of World War I, three graduates of Bucknell received the first degrees granted in mechanical engineering. But 167 engineering graduates received degrees between 1907 and 1915—98 in civil, 46 in electrical, 15 in chemical and eight in mechanical engineering.

FIRST ENGINEERING GRADUATES

B.S. IN CIVIL ENGINEERING

Class of 1907

Ernest S. Burrows
John I. Catherman
Chester H. Godshall
Thomas B. Lockard
John L. Minor
Calvin Oberdorf
Jacob H. Schuch
Jonathan Wolfe

B.S. IN ELECTRICAL ENGINEERING

Class of 1908

Donald A. Steele

Class of 1909

Leon E. Jones

B.S. IN CHEMICAL ENGINEERING

Class of 1913

Alexis W. Keen
Joseph L. McKeague
Hartley C. Powell
Herman E. Zehner

B.S. IN MECHANICAL ENGINEERING

Class of 1914

Charles E. Coleman
Ernest O. Lindberg
Louis F. Lyne

Upperclass students in chemistry in spring of 1913 included, left to right, Willard L. Moyer '15, Edward W. Pangburn '15, John W. Rice '14, Harry E. Campbell '14, Max Grossman '13, William H. Schuyler '15, Hartley C. Powell '13, Clinton F. Snyder '14, Herman E. Zehner '13, Joseph L. McKeague '13, Earl B. Armstrong '14, Omar H. Smith '15, Professor William B. Winter, John M. Wingert '15, Professor Oliver S. Delancey and Professor William G. Owens.

War had an immediate impact on the University. The male population rapidly diminished as students enlisted in varied branches of service. Two ambulance corps had been formed from Bucknell volunteers and were dispatched for service in France. Shortly after the federal government formed the Student Army Training Corps (SATC), a Bucknell corps was organized and 390 men at the college joined the ranks. When the SATC was disbanded in 1918, a Reserve Officers Training Corps was instituted on campus. By 1919, with the ranks of the student body swelled by returning GIs, enrollment at the University rose to 765.

It was in that same year that President Harris resigned, ending thirty years as chief executive of the University. In those three decades he had initiated a new engineering program, had erected five buildings, including a library, had formed a new School of Music and had begun summer school sessions.

Spring Regatta for the SATC was held in 1918. Note onlookers massed on bridge.

A new president, Emory W. Hunt H'34, took office in 1920. The student body continued to expand, and an all-time high of 850 was enrolled for the first academic year of Hunt's tenure. The University also expanded from its original 30 acres through the purchase of 170 additional acres surrounding the campus, and the faculty grew from 39 members in 1919 to 54 members in 1924.

There was also growth in the number of engineering students. Scattered as the four departments were in temporary quarters around the campus, the problems of finding adequate space for laboratory and teaching space began to mount. Since new land had been acquired, the trustees decided to build one wing of what was planned to be a much larger structure to house the engineering departments. They borrowed $100,000 for the purpose, but the lowest bid submitted for construction of the facility was $209,000. Professor Burpee, head of the mechanical engineering department and superintendent of buildings and grounds, asked for and received authorization from the board to construct the building. By expanding his existing work force he constructed and partially equipped the new structure for $106,157. The work was begun in May 1921 and completed in March 1922. The wing was completely equipped by the summer of 1922, and Professor Burpee had been handed new responsibilities. He was placed in charge of all future building at Bucknell.

THOUGH the year 1919 started with a business recession, it ended with a post-war boom. President Wilson busily commuted between Europe and the United States as the statesmen of the world sought to draft a peace treaty. Before he began a speaking tour of the western states seeking support for the Versailles Treaty, race riots broke out in Chicago and Washington,

D. C. Similar violence occurred in 26 other American cities during the year. When the Boston police went on strike in September, Governor Calvin Coolidge sent the state militia to patrol the city. Two weeks earlier the Communist party held its first convention in Chicago, and 249 Russians were deported in December as part of Attorney General Palmer's "Red hunt" of 1919-20. A strike against U. S. Steel at Gary, Indiana, failed to win recognition for a worker's union, and a red scare swept the nation as the new year of 1920 dawned. The Prohibition Amendment (18th) went into effect at midnight, January 16, 1920. "The Golden Twenties" began, and Americans elected Warren G. Harding to be their president.

A boom in enrollments at Bucknell was also underway. With dormitory space in short supply, male students were scattered throughout the town and some women were living in detached homes near the campus. Some problems arose, especially protests against the practice of hazing. As Lewis E. Theiss '02, H'24 reports in the *Centennial History of Bucknell University* (p. 273), the chairman of the board of trustees put forward the following resolution:

> *Resolved, that the Board of Trustees calls upon the faculty of the University to conduct a thoroughgoing investigation of the recent attacks upon certain townspeople of Lewisburg, and the disturbances upon the public thoroughfares of the borough and interference with the firemen in the performance of the duties of said firemen; to ascertain the ringleaders among the students who participated in such disturbances and to dismiss said students summarily without further delay.*

As the student body increased—it topped the 1,000 mark for the first time in the 1924-25 academic year—the faculty began to assume new powers. It voted at its first meeting of the 1919-20 academic year to convene regularly on the first Wednesday of each month. It also appointed four committees, later expanding these to eight. Among the changes which the faculty initiated in its first year of new authority was the abandonment of the General Science program and of the Bachelor of Philosophy degree. It also altered requirements of admissions and placed the University on a two semester system, ending a three semester program. Later, in 1932, the faculty voted to change the School of Music to a department. In the 1922-23 academic year students could earn a B.A. degree, or a B.S. degree in biology, the four departments of engineering, and a 2-year certificate in home economics.

But these were also years when football came to full flower. Knute Rockne led Notre Dame to undefeated seasons in 1919 and 1920, but it was not until 1924 that the "Four Horsemen" of Notre Dame established that team on the sports pages of every newspaper in America. It was an era, too, when today's familiar names in pro football—Green Bay Packers, Chicago Bears, New York Giants—were joined by such names as Canton Bulldogs, Frankford Yellow Jackets, and Providence Steamrollers. Founded in 1921, the National Football League would have to wait a few more decades before it commanded the attention of the nation.

Commencement exercises in late 1920s or early 1930s were held on stage in front of Carnegie Library, now site of the University Bookstore (undated photo).

Bucknell plays Penn State on Loomis Field (undated photo).

Horsepower in varied forms expedited work on new stadium.

Seats get first coat of paint and first Bison team takes to the field. They lost to Lafayette.

Football, however, claimed attention at Bucknell. As President Hunt worked to solve the problems of dormitory space by erecting a building that was to bear his name, Hunt Hall, a drive began to build a combined stadium and gymnasium. The new field and stadium minus a gym were erected between March and October, 1924, and Lafayette defeated Bucknell, 21-3, in the first game played on its turf.

AS the "Golden Twenties" drew to a close, President Hunt indicated his desire to retire in 1927. He was fatigued by long and numerous travels to raise funds. However, no successor was chosen in the next three years, and the trustees agreed to release him from his post by June 1931, granting him leave to take whatever amount of vacation he desired. During his tenure, the student body reached over 1,100. He had erected Hunt Hall, the Botany building, the wing for the Engineering building, and the new stadium. In addition, the Chemistry building had been enlarged, and the faculty and fields of study had been greatly expanded.

Economic depression was a reality when the eighth president of Bucknell, Homer P. Rainey, took office. He immediately began a thorough survey of the entire structure of the University. However, even as this was underway, enrollments began to drop, and disaster struck on August 27, 1932, when fire destroyed Old Main and seriously damaged both the West and East Wings of the University Building. Gone were 12 classrooms and all administrative offices. Despite both local and national

Fire destroyed Old Main on August 27, 1932.

adversity, a plan to revise the University was evolved. Outside experts recommended an Upper and Lower Division of studies, the Lower Division emphasizing general education and the Upper Division stressing specialization in a major field of study. The proposal also called for placing the 27 departments of the University in four divisions: social sciences, biological sciences, arts and philosophy, and natural sciences (including engineering). The final plan adopted by the faculty, which appeared in the catalog for 1932-33, called for five divisions, the four recommended plus a separate division for engineering.

The depth of the depression was reached in 1932. In November the nation elected Franklin D. Roosevelt to be President, and the New Deal was inaugurated in 1933. That same year, a lynching wave spread across the South, and one of the foremost emigres from Hitler's Germany, Albert Einstein, arrived in New York. The "Okies" began their long trek from the "dust bowl" to California in 1934, and Thomas E. Dewey began his fight against organized crime in New York State in the summer of 1935. That same year, the United Automobile Workers received its charter from the AFL, and John L. Lewis organized the CIO.

President Rainey resigned in 1935 to begin duties as director of the newly created American Youth Commission, and Arnaud C. Marts H'46 was unanimously appointed president. Mr. Marts declined the post but did accept appointment as Acting President until the close of the 1935-36 academic year. He was finally persuaded to accept the presidency and served until 1945.

Many problems confronted the new chief executive. This is how he describes those problems in his book, *The Generosity of Americans:*

> *My first job on the presidential side of the desk at Bucknell was to raise one-half million dollars to rebuild "Old Main" which had burned down a couple of years previously. That was scarcely accomplished when I was informed by the Engineering Council of Professional Development that I would have to reorganize the Engineering courses and build a new Chemical Engineering Laboratory in order to retain the accreditment of the Engineering courses. And then came the necessity for a new gymnasium, a new library, and the transformation of the Bucknell Junior College at Wilkes-Barre into a fully accredited four-year college which is now called Wilkes College.*

During his decade of service as president of the University, Mr. Marts solved these problems and several more. By September 1938, ground was broken for a new wing to the Engineering Building—a major part of the funds contributed by Daniel C. Roberts H'38. Under President Marts, the quality of engineering was raised as part of his campaign to elevate the prestige of the entire University. Faced with major debts incurred during the period of expansion in the "Golden Twenties," he moved carefully to improve administrative methods, to strengthen the faculty and to revise the curriculum.

ON October 20, 1939, just six weeks after Hitler's *Wehrmacht* had invaded Poland, The Engineering Council for Professional Development accredited the departments of civil engineering, mechanical engineering, and electrical engineering. The American Institute of Chemical Engineers deferred its examination until the department of chemical engineering could be installed

in the engineering building, accrediting the department on October 18, 1942.

In an introduction to the 1940 issue of the Engineering Bulletin, President Marts defined the goals of education this way:

> *The function of the college is to train the mind and the personality rather than the hand. The manual skills can be quickly acquired by those who have become masters of the basic precepts—and of themselves.*

Bucknell's fortunes in the "depression years" are reflected in the enrollment figures for that era. From a peak of 1,163 students in 1930, enrollment dropped to 869 in 1934. Faculty members numbered 71 in 1930 and 66 in 1934. Enrollment grew to 1,085 in 1935, and stood at 1,339 when the 1941-42 academic year began. The faculty that year numbered 83.

World War II wrought changes. An extra-curricular course for the training of civilian pilots—taught by Professor Warren Garman, department of mechanical engineering—was expanded to a course in Civil Aeronautics Administration War Training Service in 1942. President Marts was commissioned a captain in the United States Coast Guard and was assigned to Washington, D. C. A V-12 training program for the Navy was installed on campus, and Marine and Air Corps students received their education at Bucknell.

World War II introduced flight training. Joseph A. Diblin '40, is at right. Student in cockpit is unidentified.

When Bucknell's Centennial Anniversary year was convoked (1946-47), an event President Marts had been planning for a decade, enrollment soared to 2,043. By 1948 it stood at 2,411 and 183 faculty members were listed in the catalog.

President Marts had resigned in 1944, recommending Dr. Herbert L. Spencer H'53 as his successor. The trustees unanimously approved the choice, and the new president was immediately caught up in the post-war expansion of the University.

A new president, Horace A. Hildreth H'56, was on campus for the start of the 1949-50 academic year. When he resigned in 1953 to become U. S. Ambassador to Pakistan, Dr. Merle Odgers H'64 was appointed his successor.

During this period of deep chill in the Cold War—the era of the Berlin Air Lift, of the Korean Conflict, and of Senator Joseph McCarthy—major changes were initiated in the engineering programs at Bucknell. The objectives of these changes were stated in 1950-51:

> *(1) To develop a broad understanding of engineering fundamentals and to provide the best possible technical education in the profession of . . . engineering; (2) to give to the student in engineering an adequate conception of his place in society; (3) to make available to qualified students an introduction to the principles involved in basic engineering research; and (4) to present an adequate program for the student desiring to work for his master's degree.*

A NEW five-year "combined degree program" in all four departments of engineering was approved by the faculty on March 5, 1952. Seeking to integrate liberal education and engineering studies, the program provided for the granting of a B.A. degree at the end of four years, and of a B.S. degree in engineering at the end of five years. Courses for all engineering students were the same for the first two years of study and students selected their field of specialization for the final years of study.

During the 1958-59 academic year, engineering students were required to take the University course. And President Odgers noted other changes in the program in his report to the trustees for 1960-61:

> *The Engineering curriculum has been undergoing modification in the past two or three years which has definitely demonstrated the feasibility of core courses in the basic engineering sciences. This past year, a common course was developed in Thermodynamics. Large lectures and small recitation groups were also used for the first time in Statics, thereby making it possible to save faculty time. In place of a single required University Course sequence, two- and three-course sequences in several of the humanities and social sciences have been added as alternative elective patterns, giving both breadth and depth in these areas. The College of Engineering has increased the use of computers to include the freshman, junior and senior years.*

Some 150 engineering graduates gathered on Homecoming Weekend in 1954 to organize the Bucknell Engineering Alumni Association. Three of their number, Earl M. Richards '13, H'46, Lester E. Lighton '20, H'54, and Bruce J. Miller '27, presented a report outlining the past accomplishments and the future needs of the engineering program at Bucknell. The main speaker for the meeting was Rear Admiral Ernest M. Eller, who had been appointed director of engineering earlier that year.

With the emphasis on development of the engineering program, a 32-member executive committee was selected to direct the new organization and was authorized to select officers. Lester E. Lighton was elected president, and 12 subcommittees and their chairmen were appointed to work on specific problem areas: T. Cortlandt Williams '20, H'63, facilities and equipment; Fred O. Schnure '14, M.S. '19, fellowships; Robert L. Rooke '13, H'51, finances; Morris D. Hooven '20, H'58, improvement of engineering education; Earl M. Richards '13, industry relations; George W. Hart '27, long-range planning; Campbell Rutledge '33, M.S. '34, membership; Eugene Levitt '44, public relations; Roy Landis '22 and R. Barlow Smith '27, research; Allen F. Jones '25, scholarships; Robert D. Smink, Jr. '26, secondary school contacts; and Ralph B. Derr '17, H'58, special projects.

A new director of engineering, Rear Admiral Elliott B. Strauss, assumed office in 1956, and the BEAA could report initiation of several projects: (1) establishment of a Fund for the Advancement of Teaching; (2) aid in recruitment of five new engineering instructors; (3) aid in establishing a career seminar for juniors, supported by funds from industry; (4) solicitation of funds exceeding $20,000 for 12 pieces of equipment; (5) expansion of *The Bucknell Engineer* and its acceptance as a member by the Engineering Colleges Magazine Association; and (6) initiation of a summer institute for science teachers and of a science fair for high school students.

In the next few years, engineering Alumni gathered funds to send two professors to Brookhaven for studies in nuclear engineering and to initiate a program in that field. They also helped secure research grants of $23,000 and two unrestricted grants of $5,500 to provide four graduate fellowships. Later, they assisted in organizing and equipping the vibrations laboratory of the department of mechanical engineering.

Classmates Lester E. Lighton '20, at left, and Morris D. Hooven '20 were honored at 15th Anniversary Dinner of BEAA (held October 11, 1969) for their contributions to engineering education at Bucknell. Also cited was Earl M. Richards '13, but illness prevented his attendance at event.

Discussing future developments in higher education at BEAA 15th Anniversary Dinner were, left to right, Dr. Robert A. Slonaker, Jr. M.S. '52, chairman, dept. of chemical engineering; Dr. Leon Pacala, dean, college of Arts and Sciences; Curtis W. Clump '47, M.S. '49, vice president; and Warren K. Eister '40, president of the BEAA.

BUCKNELL ENGINEERING ALUMNI ASSOCIATION

1969-70

President: Warren K. Eister '40

Vice President, MEMBERS: Robert B. Schnure '40

Vice President, OPERATIONS: Curtis W. Clump '47, M.S. '49

Vice President, PLANNING: James Diffenderfer '43

Secretary-Treasurer: Charles H. Coder M.S. '59

BOARD OF DIRECTORS

Term Expires 1970

Curtis W. Clump '47, M.S. '49
Charles H. Coder M.S. '59
Eugene M. Cook '43
Frank G. Drout '45, M.S. '50
John L. Hilbish '47
Kenneth Larson '56
William Swartz '54

Term Expires 1971

Robert J. Buczynski '61
James Diffenderfer '43
Warren K. Eister '40
Russell G. Ernest '42
David Gregg '45
Reed D. Hamilton '42
Emil Kordish '42

Term Expires 1972

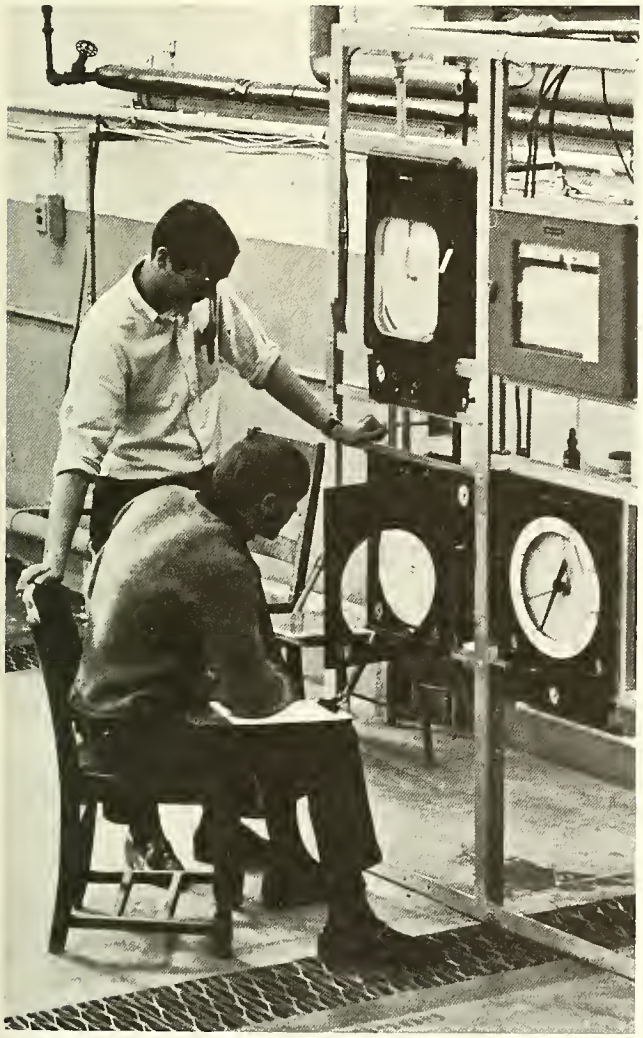
David Bowler '48
Joseph W. Chiloro '49
Samuel S. Fisher '40
Lester Murray '50
Fred D. Pinotti '34
Robert B. Schnure '40
Robert L. Summers '38

WHEN Admiral Strauss resigned in 1957, he was succeeded by Captain Herbert F. Eckberg as director of engineering. The new director had served as chairman of the mechanical engineering department and he was succeeded in that post by Professor Charles H. Coder M.S. '59.

Standards for the engineering program became more stringent in the 1950s and the curriculum was changed to reflect the changing needs of technology. New equipment—including a $60,000 grant for nuclear engineering—was obtained and a Bituminous Laboratory was established. The first digital computer was purchased in 1958 and the Freas-Rooke Computer Center was established in 1961, complete with an IBM 1620 computer and associated equipment. Mr. A. Guy Freas H'57 and Mr. Robert Rooke supplemented a $25,000 National Science Foundation grant to purchase the necessary equipment.

Enrollment at the University topped 2,000 in 1955, reached 2,454 by 1962 and grew to 2,845 for the 1969-70 academic year. The faculty numbered 147 in 1955 and grew to 207 at the beginning of the 1968-69 academic year.

Students checking out a problem with the use of AGA geodimeter.



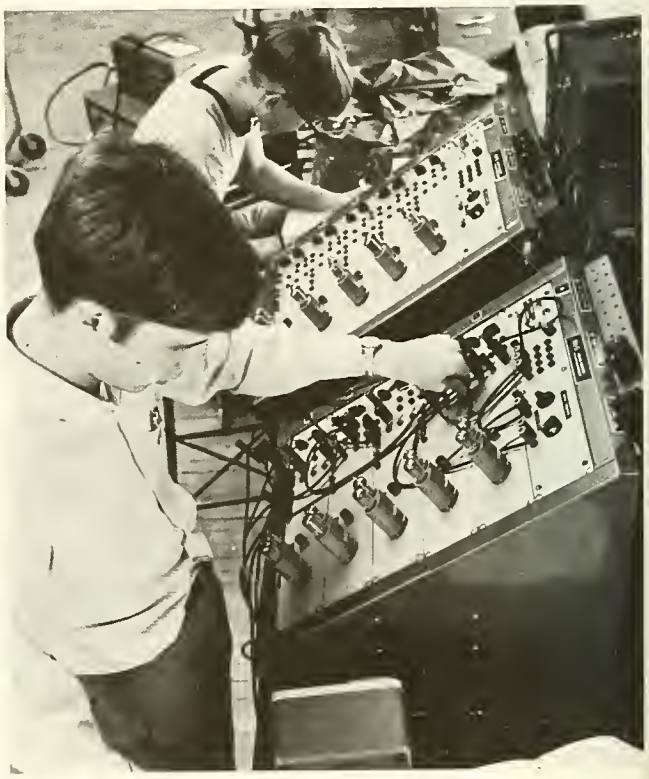
Students check equipment prior to performing experiments in chemical engineering.

The growth in the University led to reorganization in 1961, when a separate College of Engineering was established. Director Eckberg was now appointed dean of the new college. The curricula of all four areas of engineering studies continued to emphasize scientific discipline and attempted to integrate the overall program with the humanities. As Dean Eckberg noted in 1968, the general attitude of the Engineering College is that engineers, as those responsible for most of the significant technological changes in the world, must also be responsible for the problems engendered by those changes; thus, engineering curricula are under constant study not only for ways to improve their technical content, but also for ways to strengthen their humanistic component.

New developments are now under study and one new degree program was introduced in 1968-69. The new B.S.-M.S. degree program in mechanical engineering is open to highly qualified students who can earn both degrees after four years of residence study plus three summer semesters of research and study.

From 1963 through September 1968, the College of Engineering assumed an international dimension. Working through the Alliance for Progress on a total grant of $690,680, the College helped to "revolutionize" technical training in engineering education in Argentina. Bucknell's "twin" institution in that South American nation was the Catholic University at Cordoba. Undergraduate and graduate education at Bucknell was offered to some 15 Argentinians. J. Dwight Corder M.S. '59 was assigned to the overseas staff, and consultants from Bucknell directed curricular revisions, staffing, and purchase of resources and equipment for the University in Argentina. J. Paul Shafer '26, M.S. '32, coordinated the program and Dean Eckberg, who had overall supervision of the program, received a degree *honoris causa* from the Catholic University at Cordoba in 1966.

Above, Dr. Emil J. Polak '51, M.A. '51, second from right, tells story of his student days to, left to right, Emeritus Professor George A. Irland '15; Richard J. Wood '70; Professor Charles H. Coder M.S. '59, chairman, department of mechanical engineering; Harry E. Kitch '71; and Robert W. Hilles '70. Dr. Polak is professor of astronomy and director of the observatory. At left, Dayna Brewer '69 is one of many women who have entered the field of engineering. Below, students make tests in electrical engineering.



AFTER three-quarters of a century of engineering studies at Bucknell, the roster of distinguished Alumni (both men and women) includes professionals in many fields of endeavor. From the search by President Harris in the 1880s for ways to make the curriculum more adequately reflect the changing needs of a growing industrial society, the engineering program grew to its present status in the University.

The future role of engineering education at Bucknell may well take on new dimensions. As the eleventh president of Bucknell, Dr. Charles H. Watts, noted in an article for the March 1968 issue of *The Bucknell Engineer:*

> *What I mean to suggest here is that engineering perhaps has something quite extraordinary to contribute to the advancement of higher education generally. I suggest further that an institution of Bucknell's character provides precisely the sort of context within which this contribution can most readily be worked out and most feasibly demonstrated. Ours is still, despite the pressures for specialization and the fragmentation threatened by the explosion of knowledge, a close-knit or organic institution in which persons in the several parts of it can discuss meaningfully matters of concern to the University as a whole. Our size, relative to the very large and comprehensive universities, is in favor for this purpose because we still can constitute a coherent community capable of generating common objectives through direct communication. I am convinced that we have here an opportunity not only to do as well as other kinds of institutions in engineering along with our other programs, but to do distinctively superior things by capitalizing fully on our University's special characteristics. In particular, we have an opportunity to make both our engineering and our other programs quite outstanding by inter-relating them in imaginative and mutually reinforcing ways.*
>
> *Engineers . . . have heard more than a little about the contribution that the arts and sciences have to make to the rounded education engineers ought to have for life and work in our society. The challenge I would propose is that we exploit more fully than anyone has yet done the potential of engineering for contributing to non-engineers' education in a highly technological era and society.*

ABOUT OUR PHOTOS

Most of the historic photos used in this feature are by the late Professor Nelson F. Davis '95 and are included in the N. F. Davis Collection at the Bertrand Library. All historians of Bucknell and of regional affairs are indebted to Emeritus Professor John W. Rice '14, who organized and referenced this large collection of photographs for study and publication.

Dean Herbert F. Eckberg

HISTORIC HIGHLIGHTS

- June 25, 1889: Inauguration of John Howard Harris as President of Bucknell.
- 1893-94: First elective course in "surveying, city surveying, and civil engineering."
- September, 1904: Introduction of courses in Electrical Engineering.
- June, 1907: First graduates receive B.S. degrees in Civil Engineering.
- October, 1909: Courses in Mechanical and Chemical Engineering approved.
- June, 1913: First graduates receive B.S. degrees in Chemical Engineering.
- June, 1914: First graduates receive B.S. degrees in Mechanical Engineering.
- 1921: Break ground for first wing of Dana Engineering Building.
- 1938: Break ground for second wing of Dana Engineering Building.
- 1939: ECPD accredits Department of Civil, Electrical, and Mechanical Engineering.
- 1942: ECPD accredits Department of Chemical Engineering.
- 1954: Bucknell Engineering Alumni Association formed.
- 1961: College of Engineering organized with Herbert F. Eckberg as first Dean.

Dr. H. Saul Winchell '54 at work in the Donner Laboratory, University of California, Berkeley.

Dr. Meldrum B. Winstead is assisted by Mrs. Gary Armaly in work at Lawrence Radiation Laboratory.

Former Student, Professor Win Major International Research Prize

Seventeen years ago, in a course in organic chemistry given during the 1952 summer school session, Professor Meldrum B. Winstead met a sophomore student, H. Saul Winchell '54. The new assistant professor had just received his Ph.D. from the University of North Carolina, and the summer school session was the first he was to teach at Bucknell.

It was not the last time he was to work with one of his prize students. During the 1953-54 academic year, Mr. Winchell worked with Dr. Winstead on an undergraduate research project—a study in potential local anesthetic and other pharmacological behavior of new compounds. This work, using hamsters provided by Professor Hulda Magalhaes, won honors in chemistry for Mr. Winchell, who graduated *cum laude*.

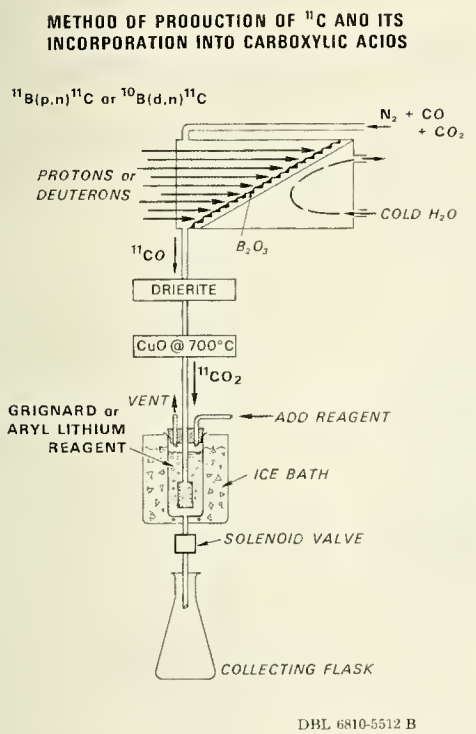
Last year, Dr. Winstead received a postdoctoral fellowship for study at the Lawrence Radiation Laboratory at the University of California, Berkeley. His research associate, now a professional peer, was H. Saul Winchell, M.D., Hahnemann Medical School, 1958; Ph.D. in biophysics, University of California, Berkeley, 1961; now an associate research physician in the Donner Laboratory and lecturer in the department of medi-

cal physics at the University of California, Berkeley.

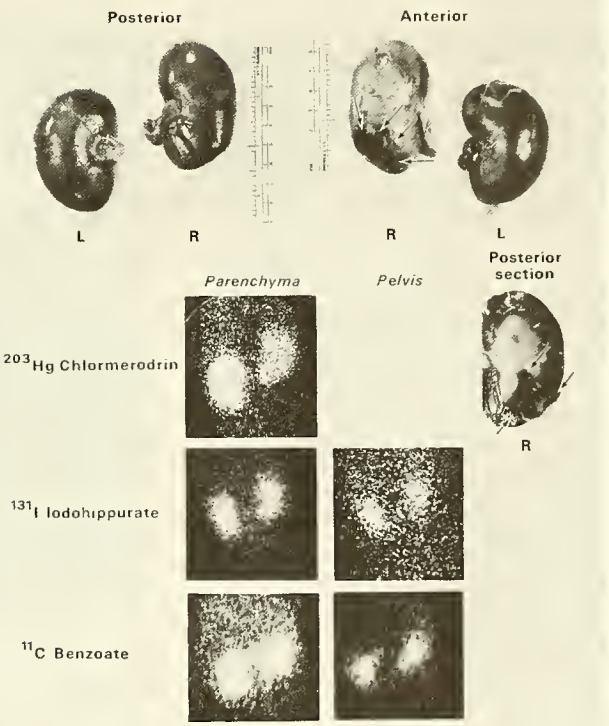
The results of this latest collaborative effort were reported on September 25 to the European Society of Nuclear Medicine during their sessions at Zurich, Switzerland, and the Society awarded the work of Drs. Winstead and Winchell the first George von Hevesy Prize of $2,500.

The award-winning paper, "Visualization of Radioactivity in the Dog Following Administration of Various C-11 Carboxylates," is one of many research reports each man has authored or co-authored through the years. Dr. Winchell, a Diplomate of the American Board of Internal Medicine, also serves as co-director of the Donner Laboratory (a part of the Lawrence Radiation Laboratory) postgraduate training program in nuclear medicine, and has published widely in varied areas of biophysical and medical research. His co-director of the program is Dr. John Lawrence, brother of the late Professor E. O. Lawrence, Nobel laureate who invented the cyclotron and in whose honor the Lawrence Radiation Laboratory is named. Dr. Winstead has published extensively in the field of organic chemistry. He became an associate professor in 1956 and a full professor this fall.

The prize-winning research seeks to aid efforts in developing new clinical methods in nuclear medicine. The initial work was concentrated on developing techniques for the production and rapid incorporation of radioactive Carbon-11 into organic compounds. The researchers synthesized a series of Carbon-11-labeled carboxylic acids and evaluated the relationship between their chemical structure and their distribution within the body. To examine how these

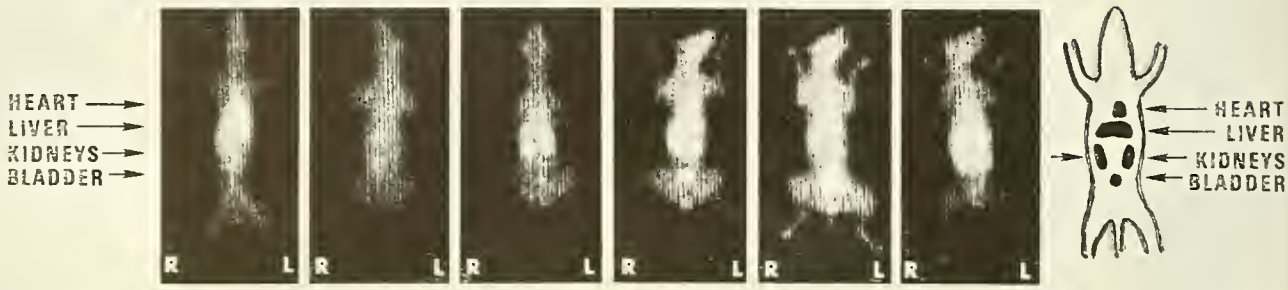


The cyclotron bombardment of either natural boric oxide target containing 80.4% of the B-11 isotope with proton beam currents of up to 35 microamperes or boric oxide target 90% enriched in the B-10 isotope with deuterons of beam current less than 10 microamperes produced C-11 liberated from the target by recoil as C-11 carbon monoxide and C-11 carbon dioxide and carried from the target by a gas stream of nitrogen containing carrier carbon monoxide and carbon dioxide gases. After passing over Drierite which removed traces of water, and hot copper oxide, which oxidized carbon monoxide to carbon dioxide, the resulting stream of nitrogen gas containing C-11 carbon dioxide and carrier C-12 carbon dioxide was passed into an iced-cold solution of either the Grignard reagent, RMgBr, or aryl lithium reagent, ArLi, where carbonation of these reagents occurred to produce, after acid hydrolysis and subsequent extraction with sodium bicarbonate solution, the sodium C-11 carboxylates. Yields of up to 500 millicuries of C-11 carboxylates have been obtained.



Above composite includes photographs, scintiphotos and positron camera pictures of dog kidneys with a lesion on the anterior inferior aspect of the right kidney obtained after intravenous injection of Hg-203 chlormerodrin, I-131 iodohippurate, and C-11 benzoate. Three days prior to the study a lesion was produced in the anterior inferior aspect of the right kidney by means of electrocautery. The posterior inferior aspect of the kidney was left intact. The lesion is shown in the photographs of the kidneys that were removed during post-mortem examination subsequent to the in vivo studies. The study with sodium C-11 benzoate was performed 9-10 minutes (parenchyma) and 12-18 minutes (pelvis) after intravenous injection of 500 microcuries. The study with I-131 iodohippurate was performed 1-5 minutes (parenchyma) and 12-18 minutes (pelvis) after intravenous injection of 100 microcuries. The study with Hg-203 chlormerodrin was performed 20 minutes after intravenous injection of 120 microcuries.

Compound	^{131}I-albumin	Acetate	*p*-Chloro-benzoate	Cyclohexane-carboxylate		Butyrate
Time of scan following admin. (min)	10-16	32¾-37½	4-6	5¼-6	36½-42½	2½-3½



The distribution of C-11 radioisotope within the entire body of the dog following the intravenous administration of representative C-11 carboxylates was obtained using the rapid imaging whole body scanner. The whole body scan obtained after the administration of radioactive I-131 albumin is presented to demonstrate the pattern of distribution of materials limited to the intravascular space. Location of the heart, liver, kidneys and bladder are indicated on the figure. The scans represent anterior-posterior views and were performed during the time interval indicated above each scan. The right and left hand sides of the dog's body are indicated by R and L, respectively. Homogeneous whole body distribution of radioactive C-11 is demonstrated by the scan obtained after administering C-11 acetate. Rapid concentration and excretion by the kidney is shown for C-11 p-chlorobenzoate. Early accumulation of C-11 activity is present in the heart, liver, kidneys and bladder 5¼ to 6 minutes after intravenous injections of C-11 cyclohexanecarboxylate. A much larger quantity of this material is present in the bladder 36½ to 42½ minutes after its administration, but there is significantly less activity seen in the region of the heart. Generalized distribution of activity in the entire abdomen without specific organ visualization is shown in the C-11 butyrate scan.

radioactive compounds were distributed in the body, the researchers used a new device, the Positron Scintillation Camera. By the use of this device, they could inject radioactive compounds into laboratory animals and then follow *in vivo* the path of the compound as it travels through the body—constructing, in effect, a kind of living road map of the body. The end result is to isolate for usefulness in clinical medicine those compounds which can aid in the visualization of ills which afflict humans and which can not be seen at present by available methods or equipment.

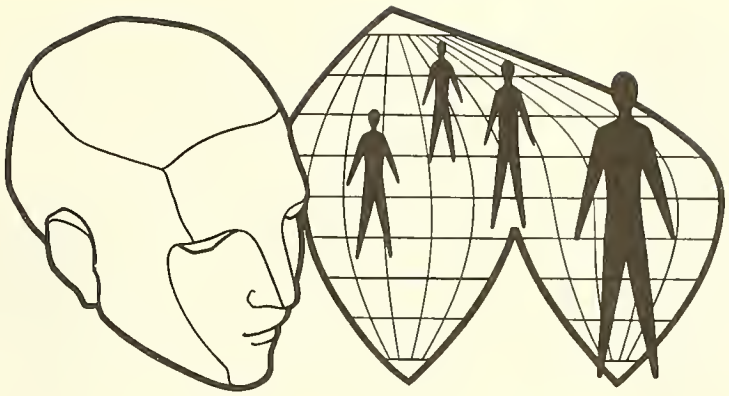
The first part of the research involved use of the cyclotron at the Lawrence Radiation Laboratory. Here, the task was to tag one of the carbon atoms in a variety of compounds with radioactive Carbon-11. The chemical synthesis had to be done with great care, for the dosage of radioactive material used must be small and must contain a low radioactive level. Several of the 13 compounds labeled in this way for the tests are quite commonly used. Sodium benzoate, for example, is a nontoxic compound and tons of it are used each year as a preservative in bread.

The second part of the research work concentrated on discovering how each compound, following intravenous injection, passed through the body of the laboratory animal (dogs were used in these tests), how it was absorbed, and where the radioactivity was localized, if at all. This was accomplished with the new Positron Scintillation Camera, so sensitive that it allows scanning at multiple focal depths and thus provides clear visualization at any depth and permits scanning of the entire body.

Drs. Winstead and Winchell report on 13 compounds which they traced in this work, though several other compounds were involved in the research. Since radioactive Carbon-11 has a half-life of 20 minutes, the radioactive materials used to tag the compounds died rapidly and visualization was concentrated into phased segments. For example, if one were to use 100 microcuries of radioactive Carbon-11, at the end of 20 minutes (the half-life) only 50 microcuries of radioactive materials would remain; 20 minutes later, only 12.5 microcuries; and so on through 20-minute half-lives until no radioactivity could be detected. For those who wonder about the dangers to the human body of the introduction of radioactive material, the researchers indicate there is a minimum of side effects. Since dosages are small and the level of radioactivity is low, dangers are minimal and decrease rapidly as radioactivity is lost. However, continuing research is exploring all facets of this question.

Though both researchers take pride in their award-winning efforts, both emphasize that this is only one of many research efforts seeking to bring new methods to physicians for possible clinical use. They will continue to develop their research findings and hope to make further contributions in this area.

Dr. Winstead is married to a Bucknellian, the former Merle Luise Holden '58. They are parents of a daughter and a son. Dr. Winchell is married to the former Bari Spack, and they are the parents of two sons and a daughter. The Winchells reside at 1056 Via Roble, Lafayette, California 94549.



The Varied Worlds of Bucknellians

Battling Pollution

One man who has had a longtime professional and personal interest in the science of environmental control and the related problems of air and water pollution is Richard B. Engdahl '36, now a Fellow of the Battelle Memorial Institute, Columbus, Ohio. Dick received his B.S. degree in mechanical engineering from Bucknell and his M.S. degree (1938) from the University of Illinois.

The Battelle Memorial Institute was founded in 1929 through the last will and testament of Gordon Battelle, an Ohio industrialist. It is an endowed, non-profit institute "dedicated to the advancement of science through the conduct and encouragement of scientific research" and, as such, has been a pioneer in concepts of contract research for industrial companies and governmental agencies. Its research activities are now worldwide, and includes work in more than 90 nations. Four major research centers—at Columbus; Geneva, Switzerland; Frankfurt, Germany; and the former Hanford Laboratory in the State of Washington—conduct a wide variety of technical investigations through a staff of more than 6,700 scientists, engineers, economists, and supporting personnel.

Dick joined Battelle in 1941. He served as Supervisor of the Fuels and Air Pollution Division at Battelle from 1946 to 1958, and Chief of the Thermal Engineering Division from 1958 until 1960 when he became Staff Engineer in the Mechanical Engineering Department. In 1965 he was named Fellow in the Mechanical Engineering Department.

Richard B. Engdahl '36

Investigations at Battelle in which he has participated have included application of pulverized coal to metallurgical furnaces, overfire jets for smoke abatement from coal-fired industrial boilers application of pulverized coal to gas turbine, distribution systems and flow measurement for pulverized coal, performance of steam jet ejectors, combustion in spreader stokers, development of low-pressure-loss dust collectors, area air-pollution measurements, fume collection and filtration, development of incinerators, use of model techniques in flow research, performance of chimneys, specialized dust-control equipment adaptable to dust in coal mines, and thermal control in buildings.

While Research Assistant and Instructor at the University of Illinois, 1936-1940, he was engaged in research on combustion of fuels, on residential heating and cooling, and on the development of a heated-thermocouple anemometer.

He is a Registered Professional Engineer in the State of Ohio and is past chairman of the Fuels Division and of the Board of Technology of ASME. He is also a member of APCA, ASHRAE, the American Meteorological Society, the American Industrial Hygiene Association, Sigma Xi, Tau Beta Pi, Pi Mu Epsilon; a Fellow of the ASME and of the American Association for the Advancement of Science; and is mentioned in *Who's Who in Engineering* and in *American Men in Science*.

Mr. Engdahl has authored or coauthored about 50 papers on subjects included in his areas of experience and was author of the chapter "Combustion Sources of Air Pollution" in the book *Air Pollution*, edited by Stern and published by Academic Press.

Mrs. Engdahl is the former Helen Klaas, a food chemist who is a University of Chicago alumna. The Engdahls have four children and reside at 1165 Glenn Avenue, Columbus, Ohio 43212.

Dr. Robert A. Good '42

Study of Suicide

By Mrs. Walter Held, (Eleanor Parry '42)

Robert A. Good '42 has recently completed a year at Johns Hopkins Medical School, the Branch of Psychiatry and Behavioral Sciences, as a Fellow in Suicidology. The program was in conjunction with the National Institute of Mental Health and included in it a two month training period at the Suicide Prevention Centre in Buffalo, New York. He was one of seven chosen for the fellowships and took leave from his position as professor of clinical psychology at Sacramento State College for the year. His final project at Johns Hopkins was to conduct research on suicide in prisons. Since returning home, he has been asked by the suicide center in Washington to submit a request for a grant to expand that research. Of his work, Bob says: "Suicide turned out to be a most lively and meaningful study—not just for suicide itself, but because the pressures illustrated so much of life in crisis and the miracle of a bit of compassion sincerely offered."

Bob is on call as a frequent speaker—in the spring of 1967 he gave the Annual Faculty Convocation Address, and in the summer of 1967 he was selected by a committee of students and faculty to receive one of the Distinguished Teaching Awards sponsored by the trustees of the state college system. He also taught at the California Highway Patrol Academy and at the conclusion of his teaching was given one of the first two awards of commendation ever awarded to non-members. In June, 1968, he was chosen Outstanding Professor by the local chapter of Phi Kappa Phi Honorary and given an honorary membership. His speech at initiation, "On Suicide," was published in the Spring issue of the *Phi Kappa Phi Journal,* 1969. Among his speeches while in the east was one at Gettysburg College last spring.

Bob received his degree at Bucknell in 1942 and earned his M.A. and Ph.D. from Ohio State University. During World War II, he was a Patrol Plane Commander in the Naval Air Corps serving in the South Pacific. His wife, the former Jeanne Ermel, has also earned her Ph.D. and is a member of Phi Beta Kappa. She is head Counselor of American River College in Sacramento, but also took leave to accompany Bob for his year in Baltimore. They are the parents of two children, Glenn and Ellen.

TV Ombudsman

Richard B. Boddie '61, a Juris Doctor candidate at Syracuse University and President of the Student Bar Association at Syracuse, has been named "Citizen Advocate," the unofficial ombudsman for the Central New York area. The announcement was made by Thomas Petry, General Manager of WCNY-TV, which is originating the "Citizen Advocate" idea on television.

Boddie will serve as Project Director for this unique public affairs endeavor. Aided by two assistants, Boddie will respond to both written and oral complaints seeking redress against actions of city, county, state, or federal agencies. His function is to serve as an intermediary between the citizen and the government and between the government and the citizen. Not only will he examine faults and correct wrongs, he will absolve government agencies from wrongful charges. His ultimate aim is clarification and constructive citizen involvement in community problem solving. The "Citizen Advocate" television project is sponsored in part by a grant from the Corporation for Public Broadcasting.

Richard B. Boddie '61

The "Citizen Advocate" will appear on WCNY-TV weekly to make his presence known and felt to the citizens, to dramatize his potential to all segments of the population, and to air and answer complaints as well as publicize improvements and progress.

A former resident of Rochester, Dick was nominated for City Council of Rochester in 1967. He served on the Board of Directors for the Montgomery Neighborhood Center and on the Board of Directors for the American Red Cross, Rochester-Monroe County Chapter. In addition, he was co-chairman of the Rochester Junior Chamber of Commerce Housing Committee and a district advisor for the Boy Scouts of America.

In Syracuse he has served the Onondaga Neighborhood Legal Services, Inc., as a law clerk and as an investigator. His special area of emphasis was in consumer rights, family and juvenile law, landlord-tenant law, and community organizations.

Boddie, who will receive his Juris Doctor degree in 1970, received a B.A. in political science from Bucknell. While an undergraduate, he was

active in the Intercollegiate Debate Society, the Intercollegiate Conference on Government, and the University Men's Glee Club. He was captain of the varsity track team and A. A. U. decathlon champion, Niagara District.

Boddie is the son of the Reverend Charles Emerson Boddie, D.D., President of the American Baptist College and Seminary, Nashville, Tennessee, and Mrs. Lavinia J. Boddie of Rochester.

Boddie, his wife, Ann, and their two children live on Colvin Street in Syracuse.

John H. Evans '50

Trustee at Drew

John H. Evans '50, chairman of the Drew Council of Friends, was one of 14 new trustees of Drew University, Madison, N. J., elected in October.

President of W. Kelton Evans, Inc., Realtors, of Madison, John is a senior member of the National Association of Independent Fee Appraisers. He has been cited as one of Madison's "distinguished citizens" by the local Jaycees for his many contributions to the local community and the surrounding region. He has served the community as chairman of the Library Building Funds; as a director of the United Campaign; as president of the Colonial Symphony and is currently a member of the board of directors of the Madison-Chatham Chapter of the American Red Cross. He is a member of the advisory board of the Crestmont Savings and Loan Association and is on the appraisal committee of the Trust Company National Bank.

John's involvements also include affairs of his Alma Mater. He has served as president and a director of the Kappa Sigma Alumni Association; is currently an assistant class fund manager; class president, a charter member of the Bison Century Club and a member of the Bucknell University Development Council.

John is married to the former Barbara Willits and has three children. They reside at 46 Hillcrest Rd., Madison, N. J. 07940.

Manager-Engineer

William R. Morton '41 went to work for General Electric the day after he received his Bachelor of Science degree in Electrical Engineering from Bucknell. Last summer he was named manager-engineering by the company's Industry Sales and Engineering Operation (IS&EO) to manage the engineering support for marketing G. E. industrial products in the chemical, petroleum refining and paper industries. He first worked in their Engineering Test Program with assignments in Massachusetts, Pennsylvania, and New York.

From 1946 to 1966 Bill was engaged in industrial engineering in the application of G. E. products in the elevator, materials handling, mining, chemical, petroleum, cement and glass industries. He was responsible for the overall automation of the California Portland Cement Company plant which was General Electric's first computer controlled cement plant project. Bill was also in charge of the automatic process control projects at Whitehall Cement Manufacturing Company, Allentown Portland Cement Company, and the Puerto Rican Cement Company. He was active in cement plant automation projects in Europe and served in an advisory capacity for the process computer application for Pittsburgh Plate Glass Company's fiberglass plant.

Bill, who is a Sigma Phi Epsilon member, is married to the former Ruth Singleton of San Bernandino, Calif. They have four children, Kenneth and Stephen; twins, Karen and Sharon. The family home is at 54 Miles Standish Rd., Rotterdam, Schenectady, N. Y. 12306.

William R. Morton '41

New Role

Dr. Robert J. McCracken, who was awarded an honorary Doctor of Divinity degree from Bucknell University in 1947, has been elected to the Board of Corporators of The Peddie School in Hightstown, N. J. He is Minister Emeritus of the Riverside Church in New York City where he served as pastor from 1946-1967.

An alumnus of the University of Glasgow and Cambridge University, Dr. McCracken holds 14 honorary degrees from colleges and universities in the United States, Canada, and Great Britain. He is a noted author and for over 20 years has been heard on radio and television; 10 years ago he began a nationally-broadcast radio show for NBC. In addition to having been President of the Baptist Convention of Ontario and Quebec, he has held several college lectureships and served on distinguished committees around the world.

Dr. McCracken lives in Hightstown and has had an association with Peddie for over 15 years.

SIQUEIROS' GREAT MURAL

By Elaine Grudin Denholtz '48

IF the moon and the sun were to collide, what a terrible explosion would occur. Yet in Cuernavaca, billed by travel agents as the city of eternal Spring, close to the place where Calle Luna crosses Calle Sol, another kind of explosion is occurring every day. You hear it in the crashes and booms that escape from behind the high walls spilling fragrant hibiscus blossoms and bougainvillea—the sounds of riveters, oxyacetylene torch workers, scaffold builders, sculptors, painters, welders and construction workers. All of them are engaged in the creation of the gigantic twenty-four panel mural to be erected in Mexico City's Hotel de Mexico. It is the concept of David Alfaro Siqueiros, last of the Mexican muralist triumvirate of Siqueiros-Orozco-Rivera.

Titled *The History of Humanity In Search of Social Justice,* the mural will be, perhaps, the largest in the world. Its mock-up model represents a scale of 1/100th of the final version. Each of its 24 sections is executed separately in Siqueiros' outdoor courtyard, then moved out of his private walled areas, almost into the street.

"The government," he explains, "allows me to use this land, to erect the mural there. I would like to own it, but it is not mine."

Imagine winding up narrow, cobbled roads, handsome houses half hidden behind their high fences, gardens fragrant with flowers and lush with the colors of Spring, street signs boasting the names of heavenly bodies—Calle Jupiter, Calle Mars, Calle Venus. Suddenly, out of this idylic setting, jutting straight out of the earth and reaching toward the sky is a huge painted panel, thirty meters by twelve, almost 100 feet of flashing acrylic paint, ribbons of steel, and larger than life metal sculpture welded and bolted to its frame. An astounding three dimensional effect. Multiply this by 24, each panel a different scene in man's search for his liberation, and you have some idea of the dimension of Siqueiros' creation. It will be, perhaps, the achievement of his life's work.

Siqueiros thinks of himself as very handsome and very terrible.

IN 1914, a young painter of eighteen, Siqueiros came into contact with Diego Rivera, and a dialogue began which eventually included Jose Clemente Orozco and flowered into the great experimental workshops which finally redefined Mexican art history. Siqueiros painted his first murals in Mexico in 1929, but a trip to the Soviet Union, Argentina and Uruguay in 1927, and to Los Angeles in 1932 made such an emotional impact on his philosophy of art, he charted a new course for Mexico and perhaps for the world.

"This contact," he said, "placed dramatically before my eyes the archaic anachronism of the materials of contemporary art."

At once, he demanded a reevaluation, the employment of new materials, new methods and new techniques. He called for a revolution in art. In 1935, after a sustained polemic with Diego Rivera, he founded an experimental workshop in New York where he began to employ his new techniques.

But art, he insisted, which did not serve the people was no art. An ardent Communist, he remained in Spain during the Civil War, returning to Mexico in 1939 as a political revolutionary. That year he painted a mural for the Electrical Workers' Union titled *The Trial of Fascism* in which he depicts Hitler as the devil and the children of the Spanish Republic as angels. It is without a doubt an art form with a message. Siqueiros the Marxist hammers away: man suffers as a result of the evil of class forces. Therefore, a classless society!

Strangely, Orozco's politics did not disturb him. Orozco's tolerance for fascism and his admiration for Hitler, Siqueiros took lightly as evidence of Orozco's disturbed personality, a symptom of the perversity of his nature.

"I was his only friend," he says of Orozco. "They called him the tiger for his violent character, and me *el domador,* the tamer, the dominant one, the whip cracker. See," he says pointing to his mural rising above the courtyard walls, "Orozco's eyes are myopic, nearsighted, but not Rivera's: his eyes curve out." And indeed, Rivera's eyeballs rise out of the mural, two bulging coins in relief, while Orozco's eyeballs are concave, punched in circles.

A Hollywood film crew on location that day were swarming about shooting that particular panel. The director described how the film opens with a pan of Orozco's and Rivera's eyeballs, and Siqueiros' own words commenting. The film, nearly two years in the making, will be the first authoritative documentary on Siqueiros and the whole Mexican muralist movement. It is scheduled for TV release in the late Fall, and thereafter to the cinemas.

POLITICS and art have been the two threads woven into the fabric of Siqueiros' life. A captain in the Mexican Revolutionary Army, son of a rich man—"My father was an oligarch of his time."—he likes to say he has never been put in jail for his art, just for his political convictions. And indeed, from 1960 to 1964 he was jailed for political reasons. But during that time he gave rein to his imagination, painting close to 150 pieces of different themes. None of these strayed far from social themes.

"The artist," he declares, "has a duty to society. Artists still don't understand the need for art to communicate to the masses. One can be revolutionary in art, in techniques, in forms, but still keep it pretty. Even governments and churches have said that."

In politics, however, it is said Siqueiros did not always keep it pretty. In the early forties, following the murder of Trotsky, he was under house arrest, suspected of having engineered the whole plot. He used the time then to paint a mural along the wall of his living room. In bright reds and yellows he shows the hero Cuauhtémoc resisting the Conquest. Some 15 years later, the same building was said to be housing a brothel.

In 1950, having won first prize in La Bienal de Venecia, he began to work on the idea of a great mural for a building in University City. The exterior wall he built in relief, covered with mosaic tiles—a kind of sculpture-painting which he completed in 1956. That year he also set out for a world tour of Europe, the Orient and Asia. In Poland he painted murals; in Russia he lectured; he had been denied a United States visa since the war. He claims the last irritated him to the extent that it interfered with his obtaining synthetics, plastics and spray guns for technical experiments.

To his detractors who say his mural in University City is bad, he likes to explain the mural was meant to be viewed by cars zooming by at 60 m. p. h. He insists the artist must invent new forms for a new age, experiment with new techniques to express new ideas.

"Do you know," he says holding up two fingers, "that a circle is *not* a circle." He points to the mock-up of the curved ceiling. "We use the camera to prove the tricks in the colors and the glazes, to point out the different views of a curved mural. So we need the camera, too."

He is talking in English. Sometimes he lapses into Spanish, sometimes into French, excusing himself for his "bad" English which is not bad at all. "My father," he explains, "spoke French with a Spanish accent. His grammar was better than mine, but my accent is better. Besides, I think in Spanish. But I make speeches in French, I know the slang," he adds impishly.

Of the film crew buzzing around his house, gardens, pool, terraces, workshops and painting sheds, he is mildly tolerant, even deferential. He steps over the hose used to wash down the sun soaked pavement; he dodges around camera dollies and ducks under low hanging electrical wires. He has even helped lug apparatus and brought lemonade to a parched sound crew.

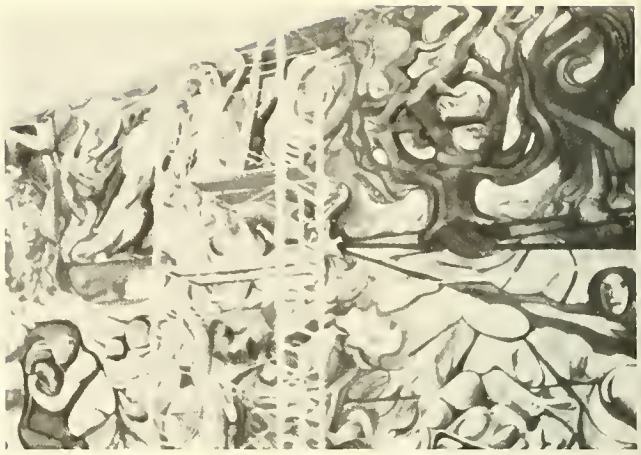
"Last year," a technician recalled, "we watched him climb up to the top of the scaffold—almost fifty feet, to correct a workman. He didn't want to yell up to the guy, and that was *after* he'd broken his hip and was wearing a brace."

SIQUEIROS has been described variously as a bull, a maker of monologues, a propagandist, a man who sprayed his murals with an air gun and his enemies with his tongue (Carlos Fuentes, the writer), and an artist sleeping on his laurels, painting today exactly what he painted 40 years ago—only more vulgar, his symbols dripping with sentimentality (Tamayo, the artist). Rivera has stated that Siqueiros thinks of himself as very handsome and very terrible; and indeed posed photographs of him certainly seem to project such an image—the head aloof, the aquiline nose up. It is almost as though he tightens up before the camera and willfully assumes the grand posture of *El Maestro,* the name most people around him use for him.

How amazingly opposite is the image one takes away after meeting him. He is absolutely charming! Warm, cordial, unassuming, gentle, he obviously relishes talking, and it is this garrulousness which is the bane of his wife Angélique's carefully balanced calendar for him.

On almost any Sunday it is not unusual for his appointments to begin shortly after he takes his nine A. M. café. Thereafter, busloads of visitors, delegations, foreign diplomats and artists descend on him in an endless flow. If he is too long with one group, his brother-in-law Leopoldo reminds him in a low voice of his next appointment. Rarely does this hurry Siqueiros. He will seem to agree, then go on . . . and on. He gestures furiously, jumps from his chair; his eyes dart about and he is off again, unmindful of time. Patient with questions, he answers carefully.

"You see? You understand?" he asks solicitously. He *wants* you to understand. He invites questions, but also he listens thoughtfully as you make your point. You are quite sure he has nothing on his mind, but you. That is part of his charm.



Scaffolds rise fifty feet above the ground.

Massive murals rise above courtyard walls amid network of scaffolds.

IN his seventy-second year, Siqueiros has the energy of a man half his age. He stands tall, his posture erect, and one is surprised to note he is probably not more than five-foot six. He wears the same navy long sleeved turtleneck shirt day after day, along with the paint-smeared black trousers and splattered laced shoes.[1] Only the hat changes—from conventional short-brimmed to beat-up straw. Rarely does he go hatless into the sun. Indoors, of course, the curly, thick gray-haired head is free to nod or shake vigorously. The browned hands move with swift gestures, and the deep-set eyes and strong features underscore the power of a man whose movements belie his age. He bends, he pulls, he carries with the strength and vitality of a charging bull.

He also smokes a great deal. He is constantly lighting up. He has been known, on a particularly jammed day, to politely excuse himself in search of a match (he says), then slip out a side entrance to remove the No Visitors sign posted sometimes outside the ten-foot high gate.

Since anyone of a half dozen maids or assistants may answer the bell, inquire your business through the slit in the unbolted gate, then leave you in search of clearance from la Señora (which may take up to fifteen minutes), it is not impossible for a determined visitor to slip by in the confusion. Confronted with an unscheduled caller, la Señora will apologize to the earlier visitor who has already been waiting more than an hour.

"I don't know how he got in," she mutters. "He didn't have an appointment, I think. Come," she summons, "I'll put you here where el Maestro will see you're waiting." She moves the earlier visitor up one notch in line. Perhaps now there is only another hour to wait.

La Señora is firm, but cordial. One gets the impression she runs a tight ship. She regrets the inconveniences, the delays—but what can one do? "I'm so sorry," she apologizes. "And thank you for your lovely, lovely roses. (purchased at the local *mercado,* two dozen long-stemmed roses cost five pesos—40 cents). My favorite color, you know. Red." She is genuinely pleased and one can believe red *is* her favorite color because she wears a deep cranberry skirt and sweater which set off her dark, bunned hair.

"You know," she says, leaning into the bouquet, "here in Cuernavaca everything grows. You throw down some seeds, and something beautiful grows." The lawns, abun-

1. At least he wore this on the four days I interviewed him.

dant with bright flowers, spiraling vines, fruit trees, flowering shrubs and potted plants attest to that.

La Señora excuses herself, explaining that she has promised to take her grandson Martin somewhere. "He was away, and it is the first time I see him in years." As she leaves, she calls in Spanish across the pool to her husband. "David, David, the delegation is waiting." Siqueiros looks up, shading his eyes, nods, then turns back and continues talking.

THIS afternoon a group of students arrive to protest to Siqueiros their sympathy with the strike of workmen erecting his mural for the Hotel de Mexico. There are six of them and Siqueiros. Three young men in their twenties, tieless, in open-necked sport shirts, and three girls in sleeveless cotton dresses, barelegged, sandaled.

They sit outdoors around a circular formica table on the shaded terrace beside the pool. Chatting informally in rapid Spanish, they lean forward as Siqueiros speaks, laughing at his jokes. No bitterness, no anger, no flashes of temper—only an easy kind of give and take. They are with him, or he is with them.

"Si, si, si, si. Pero es muy importante . . ." a student interrupts to make a point.

He and Siqueiros are smoking cigarettes. It's pleasant out there. Tubs of flowers bend to a gentle breeze. Somewhere along the side of the house, or near the sharply etched flowerbeds lining the long driveway, gardeners' clippers snip steadily.

Suddenly across the lawn, a small, blonde boy pedals a grass circle around the pool on his miniature two wheeler which still sports trainer wheels. Six feet behind trails a plump Mexican maid calling, "Martin, Martin," but the four-year-old pedals on. He spies Siqueiros, whose back is to him, on the terrace, and pumps full speed ahead as the maid canters behind.

The child jumps off his bicycle, plunging himself into his grandfather's surprised arms! Without missing a word, Siqueiros immediately cuddles him, his own sunbaked hands a sharp contrast against the child's milky whiteness. The boy curls up in his lap, content, and Siqueiros goes on talking with the students. Suddenly, Martin spies two cohorts armed with water guns rounding the garage. He bolts Siqueiros' lap and pedals off, the maid in pursuit. Again the meeting with the student protesters continues undisturbed.

Finally, one student spreads his papers across the table.

"Buena, buena."

Siqueiros examines them, makes some pencilled notations, and the student, satisfied, gathers the papers and returns them to his zipper case. The discussion has been fruitful, and is drawing to an end. Siqueiros pushes his chair back from the table, but he does not stand.

Instead, he is going to tell them a story. He leans forward, begins, his legs apart, elbows resting on his knees. They are enjoying his story, smiling, nodding the whole time. Quickly, he leads them to the punch line. It propels them right out of their chairs into gales of youthful laughter. He walks them to the gate, shakes their hands. To their *gracias, muchas gracias,* his *de nada.* An hour and forty minutes after their arrival, they are gone.

THE following day Siqueiros meets with two distinguished looking gentlemen close to his own age. One is his patron, multimillionaire backer of Siqueiros' mural, against whom the workers are striking. Both men are immaculately attired in crisp, dark business suits. The meeting is held in the cool living room of the spacious two story white stucco house, where earlier that afternoon Siqueiros' old friend and collector of his work for forty years had shown el Maestro photographs of the Siqueiros Retrospective Show held in San Antonio, Texas.

Siqueiros' patron is the patriarch of one of the most affluent families in Mexico. Rumored to own a chain of hotels, supermarkets, and newspapers, a major power in 53 corporations, he held tremendous government contracts throughout various regimes. Today, his net worth is estimated between 40 and 50 million dollars. The meeting is brief and is adjourned to visit the courtyard where the patron may view two nearly completed sections.

Later Siqueiros explains: "Yesterday I have a meeting with the students who are in sympathy with the union strikers. It is very difficult. It requires negotiations. I am the artist, yes, of course; but also I am with the workers. Their situation, I have sympathy for it." Of his patron he says nothing.

"Come," he summons, "you see here?" He points to one panel of the mock-up. "Here is the labor union. Each panel has a theme."

Slowly, he circles the mock-up, pointing out the themes as he passes each panel: "the circus, the carnival, the green tree that grows, the music." Then he returns to the panel of the labor union and taps it. "It is important, very important in the history of man's search. The worker . . ." he begins, then remembering something, "I'll show you."

Inside a paint workshop, posted on the wall is a kind of directory board which lists the names of the artists who have contributed to the mural over the years. Beside several names appear red dots to indicate those artists are presently at work.

"Here," Siqueiros points to some of the names, "Here we are Frenchmen, Italians, Japanese, American girls, Arabs and Jews. Here we work together as friends."

Nearby, tacked on the walls are photo blowups of the sections of the mural from various views. "We have our own photographic laboratories here, too, to work out views with the camera as our guide." He turns a corner, "and here," he gestures to rows and rows of paint cans, "we keep the acrylics. It's very good, acrylic, because it dries rapidly for overpainting." He runs his hand over a piece which appears *bubbly.*

"Sometimes we have an accident." Then he adds, "You know accidental painting? I painted with Jackson Pollack in the thirties."

TO the observation that all of this appears somewhat like a renaissance guild—or perhaps more than that, it is an industry, *The Siqueiros Industries,* el Maestro does not hesitate to agree.

"Yes, yes. It is an industry. Here we have discovered the positive use of metal for the mural. See? All of the sections of metal sculpture are constructed separately, then bolted on to the panel. Here we experiment with pigments, too. We separate the pigments from the liquid, and we discover tremendous tricks. You know," he takes a deep drag on his cigarette, "we work with many paint companies from Germany and the United States. But also, we make our own pigments."

The Siqueiros Industries has also tackled the problem of the endurance of the outdoor mural, always at the mercy of the elements. How to prevent rusting?

"First we use sandblast to clean the metal; and then we use antioxide colors which we paint on three times. This is just to get ready. Do you know," he adds proudly, "it is the first time a mural has been done outside its site."

Siqueiros likes to say of the mural: "It is the only form left." He says this like an essayist who has established his thesis and is prepared to defend it. "A man who is going to paint a mural must paint large so *all the people* can see it," he begins.

"Easel painting will bring you only to a very private and superficial expression. It is an isolated form. You understand? I told this to Picasso and Braque—that the mural, it is the most powerful art because it communicates with the people.

"Easel painting, it is for private homes, for the rich; but murals have a social contact with the people. You know some governments allow the artist to paint, and even support him in easel painting. But the artist has a duty—a duty to society."

It is said that Mexicans can't bear to see a clean wall, that the mural form is purely Mexican, no more. Siqueiros denies this. In the beginning, perhaps, but Mexican art has influenced art outside Mexico; and, in fact, Americans, Siqueiros points out, like George Gershwin, by coming to Mexico and buying paintings helped to popularize Mexican art.

WHY is it that in Mexico the state so willingly helps the artist, that the moment a public building is planned, the function of the artist is equally considered?

"Here artists have power. We organized ourselves and made demands. Since the 1910 Revolution we learned how to fight. We painted with pistols in our belts."

What about American artists? "You know," he smiles now and his eyes widen, "I lived in the United States. I know her from Los Angeles to New York, from Seattle to San Francisco. I worked with Stuart Davis and Jackson Pollack; but you see," and his face takes on a pained expression, "in art Americans have been the victims of Europe. Art has been for the very rich and private. And the same artistic realities that destroyed Picasso destroyed Pollack. It is *The Market,"* he concludes, shaking his head.

"The artist must come back to human problems." He makes a fist for emphasis.

Again he speaks of Orozco and Rivera whose lifetimes of achievement translated those human problems into the mural form. His tributes to them are not said as the dry, obligatory statements of one artist about the other, nor as the art critic who has imposed a rigid standard against which he measures every artist's achievement. Rather, he speaks as a man struggling with those same values.

Throughout the years, Siqueiros' own art has been inextricably bound to the subject of man's struggles. His murals represent the esthetic translation of his private vision of the human condition. He has said that the saddest painting he had to do in his life was of the martyrs of the Revolution, among them the father of his wife Angélique, slain by General Huerta.

"Artists *are* returning to the human problems."

He cites New Jersey artist Ben Shahn as one who incorporates the social idea into his form. "I may disagree with that form or with the treatment, but not with the dedication to human needs and human problems."

If Siqueiros sees the mural as the highest form of art, he is also quick to add that graphics are the second form of the future.

"There will be a demand for the print and the lithograph," he believes. "By producing art cheaply, the working man can buy at reasonable prices." Art, then, will be within the buying power of *all* classes—the poor and the rich, the workers and the owners.

He demonstrates this by leafing through a portfolio of ten original paintings which he is preparing for reproduction. This group of ten originals, in splashes of bold reds and black, each one perhaps two feet by three, will probably be sold as a portfolio for $20,000. However, the reproductions, in much larger editions, will be sold well within the range of Siqueiros' working classes.

AS a man whose total commitments have been divided between art and politics, Siqueiros is quick to comment on politics in the United States.

"The United States has problems growing from the reality of her economics. She is the most powerful nation, but at the same time she draws the whole world against her. Understand, I do not speak of the people, but of the government. The United States has lost power and wants to keep it by force. The first victim is the American people.

"No one can stop history. Great Britain now needs America to survive because she has lost power, too. The best help to the United States is the people against the imperialism of the United States."

Suddenly his eyes dart about searchingly. He seems to remember something. "Do you know I painted a picture of the mushroom explosion seven years before Hiroshima. The atomic explosion—I painted it."

Of the immediate political scene,[2] Siqueiros says:

[2] Preceding the November, 1968 presidential election.

Two detailed sections of panel ready to be joined. Free form sculpture in foreground.

"The two parties are lamps of the same color. McCarthy makes an interesting program and his position needs to be supported. At this moment it seems the best. The young Kennedy,[3] he is not too strong. Perhaps McCarthy is the man who can finish the war in Vietnam.

"You see, the United States can not be a policeman to all the countries. The United States uses her money to oppress nations. 'Here is my money, but follow my politics,' she says. Well, countries are like men, you know; when they need to eat—oh, they forget everything. Then, later, they cry, 'I have been corrupted. You made me a prostitute.' "

The race to complete *The History of Humanity in Search of Social Justice* added to Siqueiros' more recent enthusiasm for graphics, his political commitments and his obligations to fulfill the duties of The Celebrated Figure *all* demand of him the one item he both guards and gives away freely: TIME.

If he appears to be whittling away the hours meeting groups and individuals, talking, explaining and discussing, he is also keenly aware of the pressures to work, to cram into each day the best he has to give. "Modern society demands us to work against time," he says of the mural. "Men won't wait ten years to see the completion."

Siqueiros is not a man given to waiting either. Unlike the film crew for the Siqueiros documentary whose day began at 4:30 A. M. waiting to film a sunrise from the fourth floor of a building on the Reforma, Siqueiros will *not* wait. Does he wait for the best light? Does he wait to court the mood to paint? NO. Always fighting time, time to work and time to be, the artist's individual need for solitude and the need for sociability, Siqueiros puts in the kind of day against which any labor union might righteously call a strike. Seventeen to eighteen hours is not an uncommon average—perhaps twelve hours in daytime and another five at night under the workshop lights.

"I sleep a little in the morning, about three."

What, then, is the secret of his endurance? How does he manage to harness those enviable powers? What is the source of his energy?

"Habit!" he snaps back.

A member of Phi Beta Kappa who received her B.A. degree in English with cum laude honors, Elaine is described by her husband, Dr. Melvin Denholtz '48, as "a great literary talent, but a lousy cook." Her talent includes prizes for her experimental plays and for her freelance journalism. She has also authored two novels. This work is the first chapter of a projected book about artists done in collaboration with her husband, a photographer by avocation. The Denholtz family lives at 13 Birchwood Drive, Livingston, N. J. 07039.

3. Robert Kennedy.

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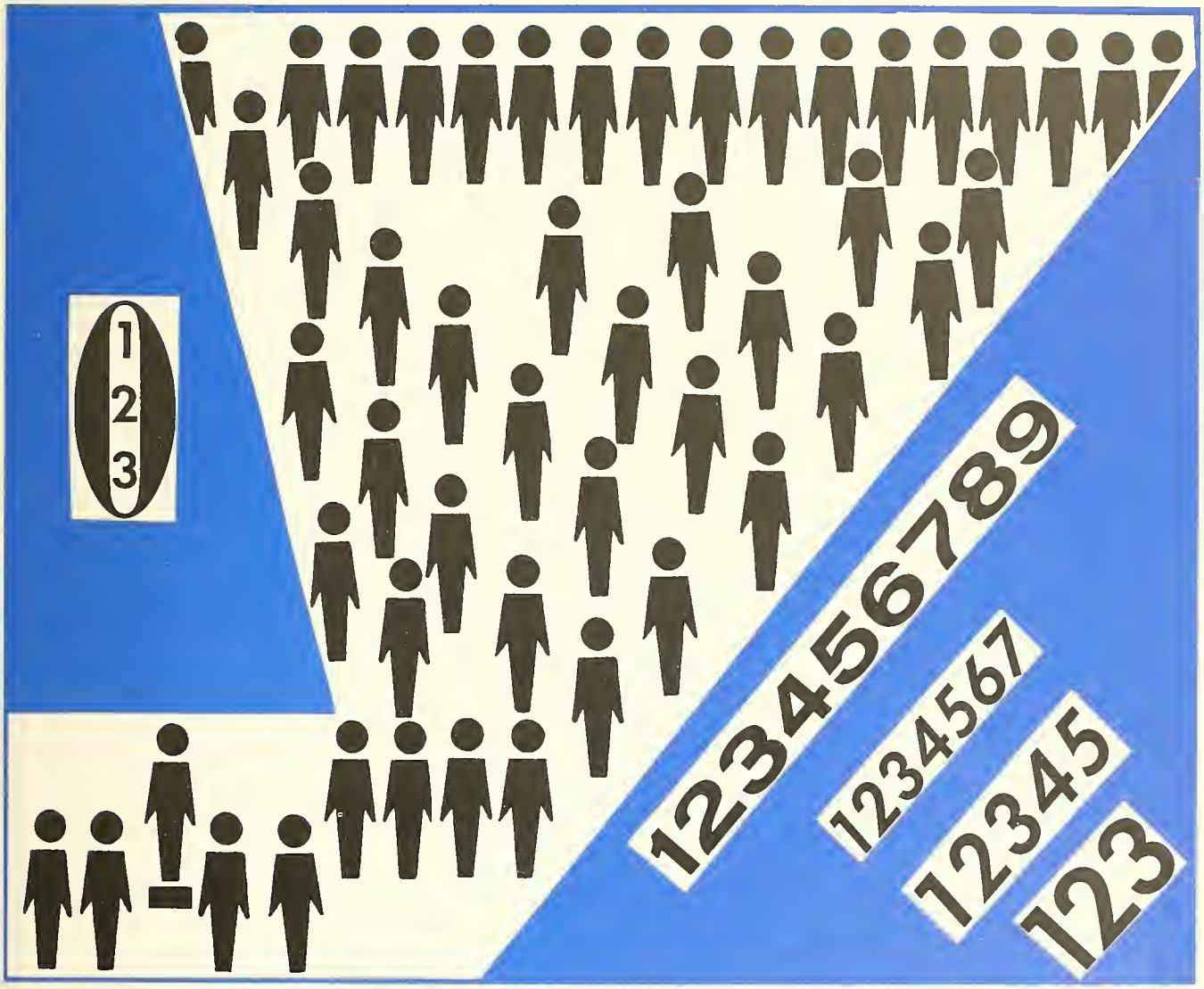
MARCH 1970

THE BUCKNELL ALUMNUS



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Bison All-Time Grid Team

By DAVID P. WOHLHUETER
Sports Information Director

COLLEGE football marked its 100th anniversary in 1969, and although Bucknell hasn't been represented in all of those memorable years, the Bisons have fielded teams for 85 seasons since 1881. In 1881, Bucknell played one game and lost to Penn State, 9-0. Since that time, Orange and Blue squads have won 377, lost 309, and 47 games have ended in a tie.

During the centennial year for college football, the Bucknell alumni body chose an all-time Bison squad of 45 men. Ballots were sent out to the alumni in August and 297 were returned. The alumni were asked to choose an offensive team consisting of two ends, two tackles and two guards, one center, one quarterback and three running backs. The defensive team was made up of two ends, three interior linemen, two linebackers and four backs.

Topping the vote getters were offensive end Tom Mitchell and running back Clarke Hinkle. You would have to have a bushel basket to hold all of the Bucknell records set by these two great athletes. The 6-3, 225-pound Mitchell, now with the Baltimore Colts, was a Little All-America selection and ECAC college division player of the year in both 1964 and 1965. He was named to the All-Pennsylvania first team in 1963, 1964 and 1965. Mitchell was an All-MAC pick for three straight years and became the first junior to win the most valuable player award. Sam Havrilak, another Bison All-Timer, has been the only other junior to receive the MVP honor. "Mitch" owns all of Bucknell's pass receiving records.

WHEN you talk of running backs, Hinkle was in a class by himself. He also was a demon on defense from a linebacker spot. Against Dickinson in 1929, Hinkle scored eight touchdowns and 50 points as the Bisons won, 78-0. That year, his sophomore season, he tallied 21 TD's and 128 points to lead all Eastern collegiate scorers. In his three-year career, Hinkle crossed the goal line for 37 touchdowns and 230 points. Harry Stuhldreher, one of Notre Dame's famed Four Horsemen, called Hinkle "the greatest fullback in the country" in 1931. Playing at 195-pounds, the famed "Lackawanna Express" was said to be a back without a weakness. His own coach, Carl Snavely said, "Hinkle kicks, passes, runs and defends with the best of them." Hinkle earned honors from all corners as a collegiate player at Bucknell, but gained even greater fame as a professional. Playing for the Green Bay Packers, the all-time Bison runner was the National Football League's all-star fullback in 1936, 1937, 1938 and 1941. He was one of the 25 initial selections to the Helms Athletic Foundation Professional Football Hall of Fame in 1950. Hinkle is also a member of the Helms College Hall of Fame and the Professional Hall of Fame in Canton, O.

"LACKAWANNA EXPRESS"

Clarke Hinkle '32

Tom Alexander, who did his playing from 1959 to 1961, had the distinction of being named to the squad at both offensive guard and linebacker. Alexander, a 5-10, 190-pounder, was All-MAC and All-East in his senior year and received the most votes of any of the offensive guards.

THE candidate receiving the most votes at center was Harold (Mike) Pegg. The 6-1, 218-pounder was considered an excellent blocker and played with much aggressiveness from 1937 to 1939. He co-captained the 1939 squad. Receiving the top number of votes at offensive tackle was the most recent lineman on the team, Paul Maczuzak, who played from 1965 to 1967. Paul had good size (6-3, 225) and excellent speed for a lineman. He was All-East as a junior and selected on the Little All-America second team. Even though he was injured in his senior year, Maczuzak was a three-time All-MAC pick.

Chosen as the greatest quarterback to ever attend Bucknell was Paul (Turk) Terhes. The 6-0, 195-pounder made the AP Little All-America first team in 1960 and was named the most valuable player in the 3rd Annual All-America Bowl. He was also selected on the All-East and All-Pennsylvania first teams. The recipient of the MVP award in the Middle Atlantic Conference in his senior year, Terhes was also the League's top signal caller in his sophomore and junior seasons. He holds the Bucknell career passing record for most attempts, completions and touchdown passes. Terhes signed a professional contract with the Boston Patriots of the American Football League.

The late Alvin (Doggie) Julian was the defensive end receiving the most votes. Julian died in 1967 at the age of 66. Playing at 162-pounds,

RECORD HOLDER

Tom Mitchell '66

OFFENSE

ENDS

Tom Mitchell 1963-65
Dick Tyrrell 1960-62
Joe Gallagher 1949-51
Jack Eachus 1957-59

TACKLES

Paul Maczuzak 1965-67
John Dempsey 1931-33
Bill Szabo 1947-50
Bob Brown 1962-64

GUARDS

Tom Alexander 1959-61
Max Reed 1920-23
John Chironna 1951-54
Kurt Manrodt 1936-38

CENTERS

Mike Pegg 1937-39
Bob Davenport 1950-51

QUARTERBACKS

Paul Terhes 1958-60
Sam Havrilak 1966-68

RUNNING BACKS

Clarke Hinkle 1929-31
Christy Mathewson 1898-1900
Lou Tomassetti 1936-38

RUNNING BACKS

Brad Myers 1950-52
Burt Talmage 1950-52
Wally Diehl 1924-27

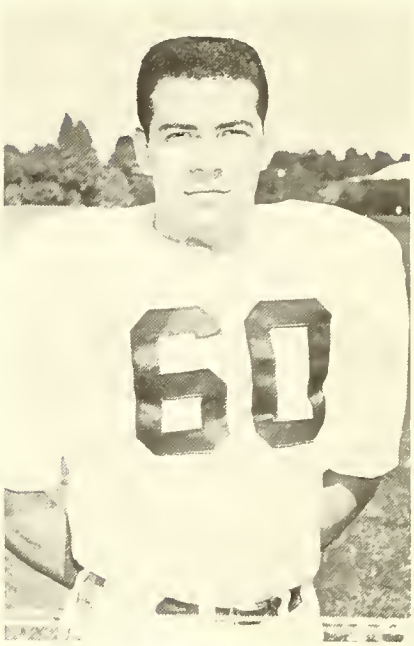
he was named to Pop Warner's All-America squad in 1921 and received honorable mention from Walter Camp in 1920 and 1921. Andy Dzurinko was the top vote getter at linebacker on the Bison all-time squad. The 5-10, 195-pounder played from 1962 to 1964. He was named to the ECAC College Division All-East team and All-MAC in 1964.

ONLY three votes separated the top three defensive interior linemen in the balloting. Kirk Foulke, a 6-2, 225-pounder who played from 1959 to 1961 and captained the '61 squad was named on the most ballots. Second was the late Andy Wyant who played at Bucknell from 1888 to 1891 and then went on to the University of Chicago. Wyant, who died in 1964 at the age of 97, played in 98 consecutive games without a substitute from 1881 to 1891. Since then, rules have been established to disallow such a practice. Wyant was elected to the National Football Hall of Fame in 1962. Only three votes behind Foulke was George Young, a 6-2, 240-pound tackle from 1949 to 1951. He was co-captain of the 1951 squad and named to the All-East team the same year. Later George went with the Dallas Texans of the NFL. He is now personnel director of the Baltimore Colts.

Another tight battle was waged for the top vote getter at defensive back. Bob Marks edged Ash Ditka by one vote. Marks played from 1964 to 1966 and co-captained the 1966 team. The 6-0, 190-pounder made the All-MAC team in 1965 and 1966. Marks holds the Bison record for most yards on punt returns for one season. Ditka, a 5-11, 195-pounder, played his football at Bucknell from 1959 to 1961.

The above mentioned were only the athletes who received the most votes at each position. Thirty-two other men were also chosen on the 45-man squad. Many others who have worn the Orange and Blue proudly could have been selected, but the results of the voting reflected the opinions of the alumni who took the time to select a team.

2-WAY PERFORMER



Tom Alexander '62

DEFENSE

ENDS

Alvin Julian 1920-22
Ron Kinsey 1963-65
Dick Kaufmann 1965-67
Jim Egloff 1951-53
Bub Morgan 1963-65

INTERIOR LINEMEN

Kirk Foulke 1959-61
George Young 1950-51
Walter Szot 1941-43
Lou Hart 1956-58

INTERIOR LINEMEN

Andy Wyant 1888-91
Alex Duplicki 1948-50
Cy Marter 1929-31

LINEBACKERS

Andy Dzurinko 1962-64
Tom Alexander 1959-61
Stu Smith 1934-36
Joe Mason 1949-51

DEFENSIVE BACKS

Bob Marks 1964-66
Ken Twiford 1959-61
Norm Garrity 1960-62
Stan Butterworth 1951-52

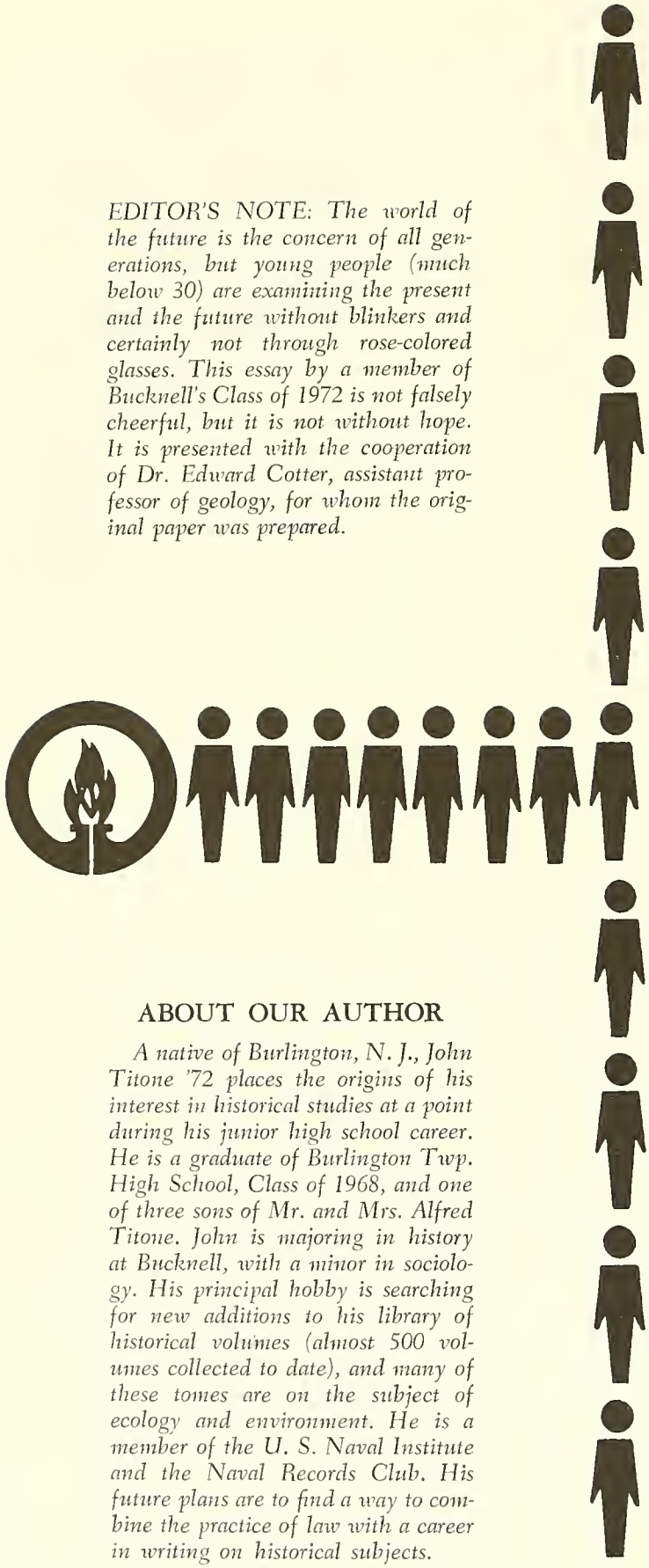
DEFENSIVE BACKS

Ash Ditka 1959-61
Van Johnson 1949-51
Ed Stec 1946-49
Justin Brumbaugh 1928-30

Malthus and Modern Man

EDITOR'S NOTE: The world of the future is the concern of all generations, but young people (much below 30) are examining the present and the future without blinkers and certainly not through rose-colored glasses. This essay by a member of Bucknell's Class of 1972 is not falsely cheerful, but it is not without hope. It is presented with the cooperation of Dr. Edward Cotter, assistant professor of geology, for whom the original paper was prepared.

By JOHN TITONE '72



ALMOST two centuries ago, Thomas Malthus reached some pessimistic conclusions about the relationship of human populations and the proportionate ability of the surface of the earth to support *Homo sapiens*. Recognizing that food production was not limitless, and that it increased at a slow arithmetic rate at best, he was distressed that the geometric growth of human populations would someday simply overwhelm the supplies of food. Postulating the "law" of diminishing returns, Malthus argued that land could be made to produce more and more, but ultimately reaches a point beyond which it simply cannot be forced to yield a greater harvest.

Modern technology has indeed proved capable of multiplying many times the productivity of a given land area, but there is little evidence on which to base human hopes that this can continue forever. The "law" of diminishing return is still valid despite the enormous scientific advances of the past two centuries. In fact, modern technology has also been

ABOUT OUR AUTHOR

A native of Burlington, N. J., John Titone '72 places the origins of his interest in historical studies at a point during his junior high school career. He is a graduate of Burlington Twp. High School, Class of 1968, and one of three sons of Mr. and Mrs. Alfred Titone. John is majoring in history at Bucknell, with a minor in sociology. His principal hobby is searching for new additions to his library of historical volumes (almost 500 volumes collected to date), and many of these tomes are on the subject of ecology and environment. He is a member of the U. S. Naval Institute and the Naval Records Club. His future plans are to find a way to combine the practice of law with a career in writing on historical subjects.

responsibile for greatly accelerating population growth—as well as increasing food yields.

The conclusion reached by Malthus is simple and direct: man's numbers cannot increase unchecked. Who or what arrests this rapid growth is at issue today, as it has been an issue for two centuries, but the conclusion that men must supply restraints *or nature will* seems as inescapable today as it was to Malthus in 1798.

If we opt to leave it to nature to arrest human population growth, the checks applied may well include famine, war, psychological regression, disease, and adverse biological responses to human tampering with the environment. During the past few hundred years, war has not retarded population growth in any relatively significant way; nuclear war, however, could do so very easily. Likewise, the scale of famine and disease to which nature could resort in the future would also be unprecedented. The problem has gone so far beyond what has been regarded as past experience that the next few decades will surely prove to be unique, one way or the other.

IF we assume the burden of controlling our own numbers in relation to the food supply, we confront extremely formidable tasks. One, the short-range problem, is how to utilize today's resources to sustain the present population over the next twenty years and at the same time put into practice massive birth control programs. This involves, among other things, solving the problem of uneven distribution of food supplies among and within countries. According to the *Report of the Panel on the World Food Supply* submitted to President Johnson in 1967, there was at that time no world-wide shortage of food, either in terms of quantity, (calories) or in quality (proteins). However, two-thirds of the world suffered from an insufficieny of both calories and proteins, caused primarily by uneven distribution.[1] Before people can be expected to practice effective, voluntary birth control, it is almost essential that the very immediate need to be fed properly be satisfied. Education, something closely related to birth control, also suffers adversely when people are worrying about survival through lack of food.

The second problem is long-range: what to do about world population and food supply beyond the next two decades—from 1990 on. This problem is closely related to what is done during the next two decades, for the population by 1990 will be in proportion to how successful birth control and food distribution is now.

THE short and long range problems are tied together by the events that will occur in the next two decades, for it is the present inhabitants of earth who will cause food shortages and famines in the period ending in the 1980's. The situation is an outgrowth of the fact that 40 percent of the population in the underdeveloped nations in 1960 was under 15 years of age. As this population comes of age it will begin to propagate. In addition, even without increasing their numbers, this group will demand *far more food*, since a person reaching the age of 20 requires almost 3,000 calories per day (compared with about 2,000 at age eight, and much fewer below age eight). These people greatly increase the probability of famines, and they are alive today. After 1986, long-range family planning measures, started (hopefully) in the present, will decide the kind of situation that will exist. The dilemma lies not simply in how to accommodate great increases in the number of people, but in how to prevent increases. As John Laffin observes:

> *It is specious and point-evading to claim that the world could support a vast increase in population. The obvious fact is that it does not support them, so that whether or not it could is merely academic quibble. In any case, mere existence, lacking all dignity, is not enough. People must be able to live as human beings; as people, not as human animals.*[2]

Population growth projections are so huge that if something is not done to stem the tide within the next 20 years, it is likely that any reasonable chance of man alone solving the food-population problem will be lost. Even with reduced growth rates, the problem will remain fantastically huge. The facts are these: world population in 1920 was 1.860 billion people; in 1960, 2.998 billion. The medium projection made by the American Assembly for 1980 is 4.330 billion; their corresponding figure for the year 2000 is 6.130 billion. The high and low projections for 2000 differ by 1.5 billion.[3] The medium projection of 4.330 billion for 1980 assumes almost a 30 percent reduction in the fertility rate over the preceding twenty years. Some projections made by the United Nations include over seven billion people by the year 2000. It is important to note that every birth prevented before 1985 means three or four fewer people in 2000. Thus the difference between the high and low projections for 1985 of 385 million can mean a high and low difference of over a billion people in 2000.[4]

WHY are the population figures of the recent decades so high? One explanation is that the technological revolution of the advanced nations has been reaching the developing nations of Asia, Africa, and Latin America, where more than two-thirds of the world's people live. One of the main effects on these developing areas has been for the death rate to plunge rapidly while the previously high birth rate dropped quite slowly. Accustomed for generations to raising large families to compensate for a high infant

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[1]The President's Science Advisory Committee, *The World Food Problem,* Report of the Panel on the World Food Supply (The White House, May, 1967), Vol. I, p. 11.

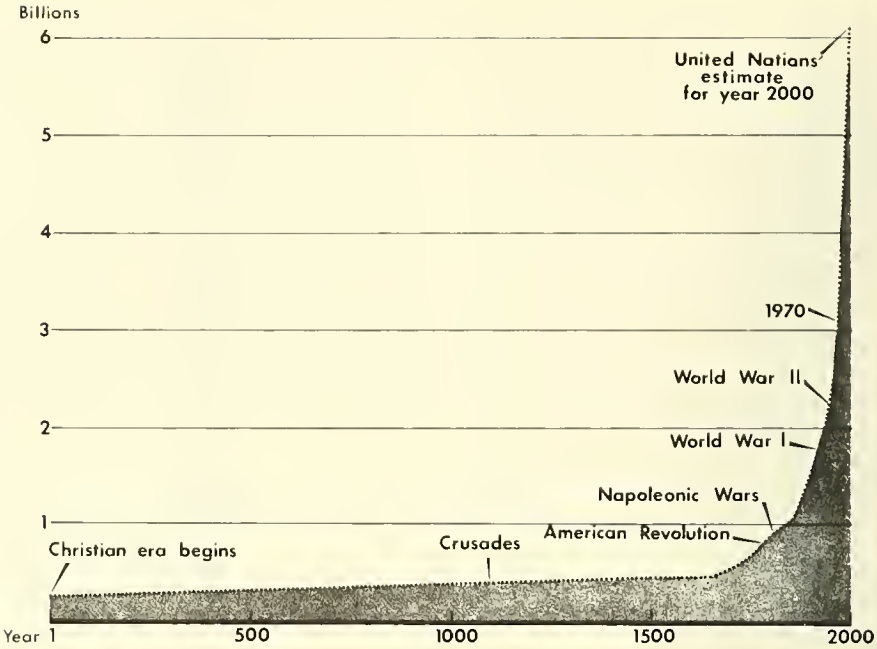
[2]John Laffin, *The Hunger to Come* (London: Abelard-Schuman, 1966), p. 38.

[3]The American Assembly, Columbia University, *Overcoming World Hunger* (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1969), p. 16.

[4]The President's Science Advisory Committee, *The World Food Problem,* Vol. I, p. 44.

mortality rate, these people continued to value large numbers of children, and family size decreased only at a fraction of the dramatic drop in the infant mortality rate. Thus the phenomenon included *no increase in the birth rate* but a *huge increase* in the *survival rate* and the lengthening of life expectancy. All this is the result of advances in medical science against diseases like malaria and the hazards of childbirth.

In the era when Thomas Malthus penned his prophesy, it was possible for the growing number of Europeans to migrate, import more food from abroad, or increase their own yields. Time and a relatively small population were points in their favor. The same thing that happened to Europeans then, has happened at a greatly accelerated rate in recent decades to over a billion people in underdeveloped nations. They have no place to which to migrate; and age-old customs, religious taboos, dietary habits, illiteracy, and traditions of poverty and want further impede progress. The average annual growth rate for the underdeveloped nations is 2.1 percent—as projected for the period 1960-2000 at the medium rate. The corresponding rate for developed nations is 1.0 percent.[5]



Population Estimates and Projections.

WHAT is the capacity of the world to produce food for the almost three-and-one-half billion people who are alive today? As mentioned earlier, the Johnson report of 1967 concluded on the basis of substantial evidence that the *total* amount of food in the world was adequate but so unevenly distributed that about two-thirds of all people were not receiving an adequate diet. This problem of uneven distribution is, to say the very least, extremely difficult to rectify—especially when one considers the existing lack of a really strong international authority, local dietary habits, international trade and currency restrictions, transportation and spoilage problems, illiteracy, and linguistic, political, and ideological differences. If only those who now live *above* the subsistence level can be expected to practice effective birth control, then the uneven distribution of food must cease to be so pronounced. As paradoxical as it may sound, it is also important to further reduce the mortality rate of infants and children. For social factors are involved significantly, and people in underdeveloped countries will accept birth control much more readily when they realize the meaning of low mortality rates.

In addition, any discussion of how many human beings the world is supporting must recognize the existence of the enormous numbers of animals that support man. It is possible to convert this mass of animals into human population equivalents, and it can be stated with reasonable accuracy that the living mass of presently registered livestock equals about 15 billion people.[6] These animals represent important sources for food and protein, but they also represent a valuable drain upon the resources used to feed and sustain them—such as pasture land, water, and supplies of fish, corn, and even milk. Making important allowances for replacing their protein value, these animals represent a "cushion" which can be phased out to allow for people. Obviously a ratio of five to one of animals and people in population equivalents cannot continue if the human population is going to approach seven billion in the year 2000.

IN 1965, the world's total consumption of protein was 85 million metric tons (two-thirds being derived from plants, one-third from animal-fish products).[7] In the following 20 years the need for protein will rise by approximately 50 percent, while correspondingly the need for calories by 1985 will increase about 52 percent (assuming no decline in fertility).[8] This demonstrates in just one of many ways the colossal task facing the food producers of today. There would be enough food now *if it were evenly distributed,* which it

[5]American Assembly, *Overcoming World Hunger,* p. 16.

[6]Georg Borgstrom, *The Hungry Planet* (New York: MacMillan Company, 1965), p. 7.

[7]Ibid, p. 40.

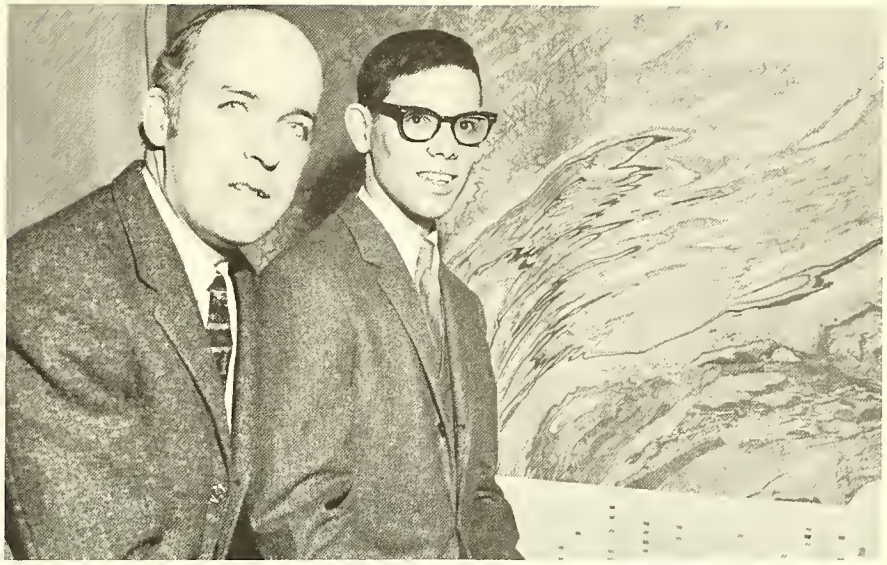
[8]The President's Science Advisory Committee, *The World Food Problem,* Vol. II, p. 57, p. 49.

surely is not. This should not hide the fact that in many nations the food that makes the difference between subsistence and starvation is imported. The huge rise in the demand for food of all necessary types will take place mainly within those very nations that are not presently even self-supporting.

In 1954, the United States initiated Public Law 480, which gave the president power to distribute certain American food commodities to needy nations in an effort to *relieve the farm surplus at home*. As 1970 begins, the goal of Public Law 480, the end of America's surplus problem, will be very near. In the meantime, many countries avoid famine by accepting the surpluses; India survives on a narrow ship-to-ship basis. Her international purchasing power long ago diminished, and her own wretched economy is barely able to merely keep pace with each year's population increase. The other major exporters of bulk foods (wheat, etc.)—Canada, Argentina, and Australia—have long ago stopped giving away food, all their surpluses being taken by hard cash in the international market. Only the United States is able to give food to those nations who cannot pay for it yet cannot avert famine without it. Will the U. S. continue to give away food? The answer is very likely yes. Can the U. S. continue to produce and give away *enough* food to avert famine in the recipient nations? The answer is no.

IN 1966, Secretary of Agriculture Orville Freeman made it his department's official position that the U. S. could not keep starvation from the hungry nations after 1984. In light of recent trends this date sounds optimistic. Two authoritative researchers, William and Paul Paddock, believe the disaster date to be much nearer, quite possibly 1975.[9]

Can the "hungry" nations themselves provide the necessary food? Very likely not in view of the overwhelming problems involved and the sheer physical impossibilities. One simple factor, water, is by itself enough to give rise to extreme pessimism.



John Titone, right, discusses world population problems with Dr. Edward Cotter, assistant professor of geology. A major event on campus (February 26-28) was C. A.-sponsored colloquy on "Population, Production, and Human Values." Norman Cousins was one of major speakers at event.

The sad truth is that most of the developing nations with the greatest food-population problems have barely been able to maintain parity with the present miserable ratios. Sixty-three million more people are born each year, and it is difficult to merely provide for them, much less improve the lot of those already living.

A good example is Egypt and the billion dollar-plus Aswan Dam project. A million new acres of tilled land will result from the long-delayed completion of the dam, making it possible to feed an additional three million people. In the 15 years it will take to complete the project, *nine million* people will have been added to Egypt's population.[10] And future Aswan Dams cannot be built at random because of their effect on water supplies and the surrounding ecology. In the meantime, Egypt survives on PL-480 shipments from the United States.

If efforts to increase food production are failing to meet with success required, then another alternative for the under-developed nations is to resort to massive birth control programs. A few have done so, and the United States offers a tacit assistance program. The physical methods available are, as of the present, too slow and cumbersome to provide the necessary reductions. Some progress has been made however; in India more than three million sterilizations have been performed, and two to three million intrauterine devices installed.[11]

WHAT can we expect? A sadly realistic prediction is that there exist no panaceas to which we can resort to save ourselves. If we apply the maximum of man's potential to attacking the problem and utilize all possible programs on all fronts, we *might* have a chance. However, this type of cooperation and effort seems extremely unlikely, and if it does come about it will probably be too late. Every single year means a great deal.

What seems most plausible is that nature will be responsible for seeing population checked; famine will undoubtedly play a large part, famine on a scale never before experienced. The human survivors from the series of catastrophies will then struggle to exist in the polluted world their forebearers bequeathed to them.

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[9]William and Paul Paddock, *Famine 1975* (Boston: Little, Brown and Company, 1967), p. 134-41.

[10]Borgstrom, *The Hungry Planet*, p. 430.

[11]American Assembly, *Overcoming World Hunger*, p. 32.

WASP Children

Don't Have to Sting

By Mrs. Diane Slifer Scott '54

ONE exciting weekend, back when I was a teenager, my Dad took our family to New York City to see the musical "South Pacific." It is a memorable show, full of delightful songs; but one of them has bothered me ever since.

You've got to be taught to hate
and fear;
You've got to be taught from year
to year;
It's got to be drummed in your dear
little ear;
You've got to be carefully taught.

You've got to be taught before it's
too late
—Before you are six, or seven, or
eight—
To hate all the people your relatives hate;
You've got to be carefully taught.*

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ABOUT OUR AUTHOR

A visit to the Colonial Nurseries, R. D. 1, Route 45, Salem, N. J., will bring you into immediate contact with top management, Victor F. Scott '54 and his wife Diane '54, who lists herself as Office Girl Friday. Vic claims he is working on an ulcer while trying to manage the problems of 20-some workers, nine tractors, two trucks, three houses, assorted barns and sheds and nearly 300 acres of nursery stock. He is a member of the board of trustees of the First Baptist Church, Woodstown, N. J., which is reputed to have the handsomest landscaping for miles around. Diane, who became an avid jogger during the past year, helps with the management of the family business, does her household chores, and writes when she finds spare time. Her poetry and prose have appeared in REDBOOK, BABY TALK, THE AMERICAN AGRICULTURIST *and several Philadelphia newspapers. The Scotts are parents of three children.*

It sounds so simple. If children are not carefully taught to hate their neighbor, everything will turn out just fine.

But it doesn't work that way. We are all surrounded by nice, earnest, well-meaning people who were never taught to hate. Yet as the growing crisis of misunderstanding among various groups threatens to engulf our country, these nice people are still trying to hide their heads in the sand, hoping that everything uncomfortable will go away.

"There's no problem in OUR town," they say, when the truth is they refuse to SEE any problems. They don't want to be bothered with rotten housing, and unequal job opportunities, and inadequate educations.

Because no one ever taught them to CARE.

If we Americans are ever to solve our awful dilemma, we have got to raise more children who have been carefully taught concern, and compassion, and the determination to try to understand the other guy. It will never just happen.

My three children belong to the familiar classification WASP (White Anglo-Saxon Protestant), which term can be friendly or otherwise, depending on who's using it. But my husband and I hope to be able to make this designation, for them, just one more vital statistic, like a Social Security number; never an indication of a certain status, or attitude, or position. We want our children to care about other people—ALL people. And we believe that if they, and millions like them, do not learn this lesson, our country will not survive.

Victor and Diane Scott with their children: Wendy, 7, Kevin, 3½, and Ellen, 12.

We have found it's never too early to start. Recently a friend's daughter came home from kindergarten talking about a boy in her class. "He's colored," she said, "but he's nice anyway."

Ye gods! This is not a home where children are being taught to hate. But those insidious WASP superiority myths have somehow crept into her five-year-old consciousness just the same.

There are so many ways children make inferences. If you live in an all-white suburb, they grow up thinking that's the way things should be. If your children go to a school where the only blacks they meet are janitors or cafeteria workers, they will conclude that is also the proper order of things. And if they hear unflattering generalizations about other racial or religious groups in careless conversation at home, they easily adopt this kind of thinking.

WASP children — ALL children — deserve better than this.

My husband grew up in an all-white Northern town, knowing nothing of racial problems. But when the Navy stationed him in Memphis at the age of 18 he discovered that he and his black buddies could not go anywhere together. A young man who had never been taught to hate quickly became a young man who was really concerned.

We hope to pass such a concern on to our children, by giving them many interracial and interfaith opportunities which simply were not available in our growing-up years.

Part of this job is done for us by our rural elementary school where the student body represents all economic levels and is perhaps 50% white, 50% black and Puerto Rican. The teachers are from backgrounds just as varied. I feel a real regret for the many children in our township

whose parents have chosen to send them to various private schools. Such schools are invariably segregated — racially, religiously, economically, or all three. The children lose out by not learning how to live with all kinds of people; at the same time our school loses the much-needed support of the upper income families.

If my children did not have such varied contacts, I would manufacture

Testing skills in a game of balancing blocks are (clockwise) Wendy, Kevin Brown, 12, Kevin Scott and Ellen.

them. For instance, they must learn respect for ALL adults, not just white adults. So if they had no black teachers I would take them to the black doctor or dentist near us; both have large practices which include all races. Medical men invariably inspire a healthy respect in young people!

Our county has a human relations council, a wonderful hodge-podge of people, which occasionally meets at our home, partly because we want our children to enjoy these friends as much as we do. From time to time we try to take advantage of other interracial gatherings, from discussion groups to glee clubs. These are available even in and around the "sterilized suburbs," if parents are interested enough to hunt them up.

We have found many other possibilities for creative contacts with different groups. My Jewish neighbor and I are planning an exchange of church school visits with our respective children. During the summer, our youngsters attend racially mixed church and YMCA camps; their cooperative vacation Bible school includes nine churches, both black and white. They often help us entertain foreign students, as well as Americans of all cultures. For the past two summers a black girl from Philadelphia has spent a two-week "fresh air" vacation on our farm, and earned a permanent place in all our hearts. Between summers we enjoy her letters, signed "Your middlest daughter."

We consider it a special advantage that our girls have had a chance to become best friends with three Puerto Rican girls who lived for three years on our farm. When they left recently to return to the island permanently, there were tears on both sides.

In all these situations, our children have made rich friendships among people of many backgrounds, adults as well as children. They are not likely to try to shut out these same people later on.

Not long ago, when a young girl from our Baptist church shook up the town by marrying a young man from the Negro Baptist church, we took our children to the wedding. Not because we hope they will follow the same course. We don't—the problems are much too formidable. But we are equally anxious that they should not condemn others for this step. What right has ANY of us to tell anyone else whom to fall in love with?

My husband and I decided years ago that we would never give even tacit approval to discrimination by participating in any organization which actively practiced it. (At that point we were still dating; I had just resigned from my college sorority over its "white Caucasian Christian" clause, and he was the WASP president of the campus NAACP.)

Today, this policy means we cannot join, among other groups, the nearby swim club. Much as they would love to swim in the pool, our children are coming to understand that if all our friends cannot belong, neither can we. We thought at first this might be difficult for them to accept, but once they understood they have never complained.

Given the social scene in America today, we realize that the kind of positive concern we are trying to instill in our children will often cause problems, and will put them on the "wrong" side in some controversies. Oddly, we also find it gives both sides something to hit you with.

One day my older daughter, then a fifth grader, came home from school in anguished tears. She had had a minor argument with a Negro boy in her class. He, with the instinct children have to strike where it hurts, immediately marched up to the teacher, a substitute, to announce that Ellen had used the epithet "nigger." The teacher, no doubt edgy from all the prevailing pressures, grimly decreed that Ellen should write the spelling words 100 times. The writing was no problem—but the unfair accusation was really painful.

Young people like a challenge, or a cause. Today, they are parading, and protesting, and standing up loudly for a lot of causes less worthy than the brotherhood of man. America desperately needs to raise more young people who will speak out for open membership in their clubs and unions, open housing on their block, and (God forgive us!) open congregations in their churches.

I will never forget a TV broadcast in June of 1964, during the first harrowing week of the long search for three civil rights workers missing in Mississippi. The parents of one of the white students bravely faced reporters, one of whom asked: "Was your son taught to have a special compassion for the Negro and his problems?"

The mother replied quietly: "He was taught to have compassion for every human being on this earth."

A few minutes later former Governor Ross Barnett (WASP) talked about all the young people who had come to his state to spend their summer helping with voter registration and education, and remedial reading. He said it was a pity their parents hadn't brought them up properly—or they'd have stayed home and minded their own business. He called them "backward children."

My husband and I hope we are raising just such backward children.

OPEN ADMISSIONS: Radical Attack or American Dream?

By Robert A. Scott '61, *Associate Dean*
College of Arts and Sciences, Cornell University

OPEN admissions to college became the rallying cry of both black and white militant groups in 1969. They asked that universities admit all high school graduates from neighboring areas in order to increase the number of students from low income families. Some observers considered this demand an attack on elitism and competition in American society and an attempt to destroy quality education by reducing standards. This reaction was most prominent at selective universities where many professors, administrators, and alumni feared for the excellence of their institutions if any unprepared person were allowed to enroll. Open admissions in this form could be destructive, but in another form it could be the fulfillment of the American dream of higher education for everyone by making better use of existing colleges.

In recent times the high school diploma has become almost commonplace, and it has lost much of its economic value. Our predominantly middle class society emphasizes the possession of a college degree (if not the education) as the ticket for better jobs and upward mobility. Therefore, it should not be surprising that the poor and those concerned with their fate express the desire for a "piece of the pie," more college places.

For middle and upper middle class Americans, this is not a dream: A variety of colleges throughout the country admit almost all applicants. Unfortunately, these institutions do not have sufficient financial aid available to assist many students whose families cannot afford the tuition and other expenses. Current federal and state scholarship and loan programs help some, but not enough; the funds either go to a small percentage of students with high scores on a standardized national examination or directly to the institutions. *These procedures favor the prestigious, selective universities and colleges and help create the pressures which lead*

state-supported colleges to grow in size while many private colleges with insufficient financial assistance programs have room for more students.

A FEW students who lack financial means win an opportunity to continue their education because of special talents, particularly athletic; but our society cannot rest on the knowledge that those who can afford it and those endowed with special physical talents have the most access to higher education. The present system results in college attendance based on ability to pay more than any other factor. Add to this the fact that the standardized tests used to help determine who will receive financial aid were developed using middle class populations as norms (and are highly correlated with socioeconomic status), and the picture of a system of equal opportunity becomes cloudy.

A number of proposals designed to fulfill the promise of universal higher education have been advanced. Community or two-year colleges are one answer. In California, 75 percent of all college freshmen are enrolled in such schools. Their graduates advance to senior colleges on the basis of achievement. The highest achieving secondary school graduates go directly to the universities. Another assist to mobility in society was advanced by the Carnegie Corporation which proposed that government scholarship aid should be given directly to all high school graduates for use at the colleges which admit them. This plan would facilitate choice by students by allowing them to make their college decisions on the basis of goals, not finances. Also, this proposal would help those colleges which lack the financial capacity to assist many of those who would prosper best in their academic and social milieu. New York State's Scholar Incentive Plan is a first step in this direction. A similar suggestion calls for a national youth endowment which would offer cash grants to every high school graduate. The award could be used for continuing either academic or technical training. Policies such as these would make it possible to employ our diverse system of higher education to its best advantage. To many people, it makes more sense to offer increased scholarship funds for students than to build more dormitories on public college campuses.

STILL another proposal requires the creation of two new institutions beyond the community college level. The great majority of students would spend their freshman and sophomore years in two-year colleges near their homes and would study with teachers specially trained to introduce their subjects to neophytes. A new three-year institution would provide specialized concentrations and award both bachelors and masters degrees. The third institution would be for advanced study and research, and would be the center for graduate and professional studies. Large population centers might have clusters of these three institutions: One for advanced study, a few second level units, and several more first level colleges offering transfer and career curricula, as well as evening courses for adults. This system would allow the transition from junior to senior college to be almost as smooth as the move from junior to senior high school. A fifth proposal is being considered in New York City and already exists at some universities: A comprehensive curriculum incorporating short, terminal programs as well as four-year degree programs. The terminal courses award certificates for the study of special topics and may act as a trial for admission to the four-year curriculum.

The basic premise of all of these proposals is that advanced education is necessary for increasing numbers of people in our technology-based society and that completion of such study is a primary means of social

mobility. Therefore, access to the various forms of higher education should be based on interest and talent, not on ability to pay. Also, the transition from stage to stage should be smooth and non-traumatic. Everyone should have the freedom to fail now enjoyed by the wealthy. The open door, low tuition state universities offered this option, but the number of seats did not keep pace with the demand, and admissions screening devices were brought into use.

MANY of the current, dramatic secondary school curriculum reforms, especially non-graded (continuous progress) courses and pass-fail options, depend upon an attitude of learning for learning's sake to succeed. Ultimately, they require a new system of college admissions in order to be implemented and used fully because, in most cases, our current admissions selection procedures depend upon grades and other objective criteria. Open admissions would rely upon interest and good counseling (recommendations) to select students. A curriculum based on individual needs and differences requires a selection scheme with greater concern for the development of human resources than currently exists.

One problem related to these ideas is that many of our elementary and secondary schools are inadequate and their graduates are not academically prepared for college. This is a major argument against open admissions in

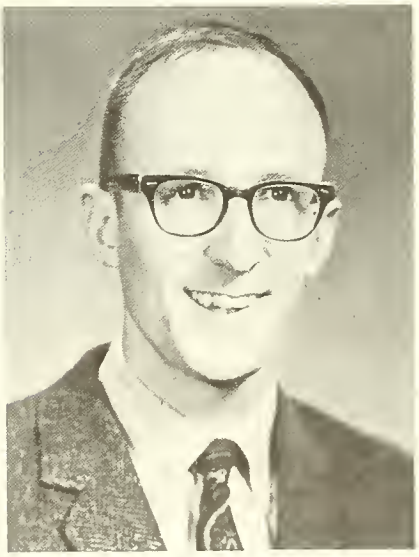
New York City. However, those with the same problem but more money provide a model for us to study in this case, too. Many wealthy parents send their children with weak academic preparation to private, college preparatory schools offering one-year, post-graduate courses which allow the poorly prepared an opportunity to repair deficiencies, learn study skills, and otherwise ready themselves for college. A few universities have learned from this experience and now sponsor special programs for pre-freshmen during the summer. Other institutions have adopted five-year curricula with more intensive preparatory programs than the three months of summer allow. This procedure recognizes that the sacred four-year college degree is a has-been; many students from the best public and private secondary schools already earn their bachelor's degrees in three years because of their superior preparation in courses developed by teams of secondary school and college teachers. In the recent past, this teamwork has resulted in Advanced Placement (college level) courses, BSCS biology, PSSC physics, Harvard Project Physics, Chemical Bond Approach to chemistry, Chem Study, and similar courses for the brightest students. Educators should now apply their skills to meet the needs of others. The sub-freshman year at college could be a laboratory for the development of new curricula and teaching methods.

AN important part of a person's college education occurs outside his classes. A major advantage of some of these proposals is that they insure a wide range of personalities and backgrounds at all institutions (even at community colleges, where the next step will be to keep commuters on campus more hours per day). The well-endowed private schools attempt to accomplish this, but even they are limited in what they can do. Fewer than ten percent of the 2300 colleges and universities are able to offer financial aid to as many as one-quarter of their needy students, and of those receiving aid, about one-half may receive as much as two-thirds of the cost of their tuition and fees. Even these student bodies are not really very heterogeneous.

Although open admissions is in some ways a radical attack on our present society, it can be recognized as a call for the necessary fulfillment of the American dream of education and equal opportunity for all and as a requirement for achieving the goal of learning for its own sake.

ABOUT OUR AUTHOR

Robert A. Scott, president of the class of 1961, was appointed associate dean for Student Services in the College of Arts and Sciences, Cornell University at the beginning of the present academic year. Bob had served as Assistant Dean of the Arts College from 1967 until his new appointment. He was assistant director of Admissions at Bucknell from 1964 to 1967. Named one of the "outstanding young men in America" in



1969, Bob received his B.A. degree in English and has done graduate work in economics and sociology at Bucknell and Cornell. He is the author of several monographs, articles, and research papers in the areas of the sociology of education and college admissions and has had book reviews published in educational journals and by a university press. He and his wife, the former Phyllis Brice, are the parents of a son, Ryan Keith, born in October, 1969.

AROUND CAMPUS

John D. Duncan '67

The family and friends of Pfc. John David Duncan '67, who died in action in Vietnam last August 19, have announced plans to establish a scholarship in his memory. To date, more than $2,300 has been contributed for this purpose.

In correspondence concerning the scholarship, his parents, Mr. and Mrs. Charles E. Duncan, of 94 Meadowbrook Road, Needham, Mass., stated: "It is our hope to offer an opportunity for someone to enjoy an association with Bucknell, which John did through four of the happiest years of his life."

Following his graduation with a degree in business administration, Private Duncan attended the University of Virginia's graduate school of business for one semester before entering the service. He had served with an infantry company in Vietnam for two months before his death.

The soldier was a member of Delta Mu Delta, honorary business administration fraternity, and of the Bucknell chapter of Phi Kappa Psi fraternity.

Persons wishing to contribute to the John David Duncan Memorial Scholarship may do so by sending their check to the Financial Aid Office at Bucknell University.

Found Scholarship

The Edwin Dudley Hartman Service Scholarship has been instituted at Bucknell University by Mr. and Mrs. Edwin H. Hartman '35, Webster, N. Y., in memory of their son, who died at Geisinger Medical Center on January 9, 1970.

Badly injured in an auto accident one year earlier, in January 1969, Edwin withdrew from studies for one semester, reentering Bucknell in September 1969. He completed his work in December with Dean's list honors and entered the medical center for treatment. His degree was granted posthumously.

Born April 18, 1946, he graduated from Webster High School in 1964. Guided by a deep interest in helping people, the late Bucknellian became a VISTA volunteer in 1968, working for seven months on the Makah Indian Reservation in the State of Washington. He was active in the presidential campaign of Senator Eugene McCarthy and, upon his return to campus, he was elected senior class representative on the University Governance Committee. Political science was his major field of study.

The new scholarship, to be administered by the Financial Aid Office of Bucknell University, is to be used to aid one or more students in serious financial need, with preference given to those having career plans in which the desire to be of service to individuals and to society is dominant. Students already enrolled for studies and entering students are eligible for the award, and all students, without regard to background, are to be given equal consideration for the awards.

Those wishing to make contributions to the scholarship can do so by checks made payable to Bucknell University, designating the Edwin Dudley Hartman Service Scholarship as recipient of the funds. Checks may be directed to the Financial Aid Office, Bucknell University, Lewisburg, Pa. 17837.

New Lindback Gift

A matching grant of $100,000 has been awarded to Bucknell University by the Christian R. and Mary F. Lindback Foundation of Philadelphia.

Announcement of the grant, which was given with the provision that before payment is made it will be matched by other gifts to the University, was made by Bucknell President Charles H. Watts.

Dr. Watts indicated that when the matching gifts have been received, the grant would be added to Bucknell's endowment as the Christian R. Lindback Endowment Fund and that the income from it would be used "for the benefit of the teaching faculty in those departments of the University which are dedicated to the preparation of young men and women for careers in business and economics."

President Watts expressed the sincere appreciation of the University to the trustees of the Lindback Foundation for their generosity and noted that the grant is immensely important both as a means toward strengthening the faculty of the University and as

By late January work on the new University Center had made substantial progress despite heavy snows in December and below-freezing temperatures. View above is from top floor of Marts Hall, looking toward Seventh St. House and New Women's Dormitory. Closeup view at left shows depth of excavation and forms for retaining walls in place. Davis Gymnasium is in left background. (Photos by Ralph Laird).

a significant step forward in Bucknell's current 125th Anniversary Challenge Campaign to raise $12 million for buildings and endowment.

President of Abbotts Dairies, Inc. at the time of his death in 1950, Christian R. Lindback served as a member of Bucknell's Board of Trustees from 1937 to 1950 and was awarded an honorary doctor of laws degree by the University in 1941.

Sabbatical Leaves

Sabbatical leaves for all or part of the 1970-71 academic year were approved for ten Bucknell faculty members at the December semi-annual meeting of the University's Board of Trustees.

Scheduled to be on leave for the entire year are Dr. William H. Becker, assistant professor of religion; Dr. David W. Milne, assistant professor of psychology; Charles F. Stickney '48, associate professor of physics; and Dr. Richard V. Wagner, associate professor of psychology.

Leaves for the first semester were granted to Dr. Jack C. Allen, Jr., associate professor of geology; and Gerald B. Cooke, associate professor of religion; Dr. Herbert A. Peterson, associate professor of mechanical engineering; and Dr. Wendell I. Smith '46, professor of psychology.

Second semester leaves were approved for Dr. Gladys C. Cook, professor of French, and Dr. Harold W. Miller, professor of classics.

Dr. Becker plans to spend his sabbatical year studying the history of black Christianity in the United States, with special reference to the nature of black religious experience during and after the slavery period. Professor Milne will spend the year conducting extensive psychological research at an institution for the mentally retarded.

Professor Stickney plans to update the basic elementary course in physics and to explore recent trends in physics, and Dr. Wagner will continue work on a series of books of readings in social psychology.

Dr. Allen will spend the first semester carrying out a research program in experimental petrology at the Pennsylvania State University, and Dr. Cooke will spend his sabbatical period in Japan making a study of Japanese Buddhism.

Dr. Peterson will devote his leave to developing a proficiency in numerical approximation techniques and in important new stress analysis techniques enabling him to conduct original research in these areas.

Professor Smith plans to work on two projects. The first is preparation of a monograph on phenomenology and behaviorism as philosophical positions and as methodologies in contemporary psychology. The second is the writing of an introductory textbook in general-theoretical psychology.

Dr. Cook will travel in France during the second semester, and Dr. Miller will utilize his leave to conduct research on classical Greek medicine at Harvard's Center for Hellenic Studies in Washington, D. C. and at the Library of the Institute for the History of Medicine at Johns Hopkins University in Baltimore. He also hopes to spend some time at the Vatican Library in Rome.

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Lewisburg, Pa. 17837

Sorority Change

By Diane Summers '71

In a December 5 statement to *The Bucknellian,* the sisters of Phi Tau chapter of Kappa Delta sorority announced that they had "agreed unanimously to dissociate themselves from national Kappa Delta." The decision, which calls for the formation of a local sorority, Beta Gamma, came with the recognition that the University chapter "would be unable to resolve the conflict between its standards and those of national Kappa Delta."

A letter to the national body of Kappa Delta was drafted and signed by Phi Tau chapter president Tina Mante '70. Supplemented by individual sisters' letters, the statement to the national expressed doubts about the latter's membership policies. Feeling that selection should be left up to individual chapters of the sorority, the local members have endorsed a statement similar to one approved by the faculty in February 1954. Written by the Interfraternity Council, the 1954 pledge concerning discrimination reads, "Of necessity, fraternity membership must be selective and exclusive. Selection should be based, however, entirely upon individual character and worth as observed by the membership of the local fraternity chapter."

In order to preserve the ideals of friendship and love within the sisterhood and to prevent membership selection based on criteria other than these, Phi Tau talked about breaking with the national as early as last spring. Evaluation of the sorority's position on choice of members was prompted by the University's regulation, approved by the faculty in June 1968, requiring that all fraternal organizations certify that their chapters were "free of external controls and restrictions in membership selection."

Phi Tau met with the University requirement by submitting a letter in March to the dean of student affairs,

Dr. John Dunlop. The letter was signed then with the approval of the national sorority. Serious discussion about the plan for dissociation began this fall, according to Tina, who indicated that "the move was a decision reached only after the possibility of working through our national was discarded." The sisters decided that dissociation would be a more appropriate way to make their feelings about membership selection known to national Kappa Delta.

Explaining that localization will allow for more flexibility of group projects, Tina said that more time could be spent on individual and campus activities than on those prescribed or required by the national. Tina indicated, in an interview with *The Bucknellian*, that Beta Gamma does not foresee any problems in operating without national affiliation. "We're well organized, enthusiastic, and very excited about our wonderful success in rush," Tina explained. Beta received 17 pledges, the largest pledge class of this year's rush, bringing their membership to about 50 girls.

Tina felt that the new status of the sorority would not change the group's participation in Panhellenic functions. In December, Beta Gamma had been unanimously accepted as an associate member with full voting privileges by the Panhellenic Council. While she feels that Beta Gamma's decision was the right one for its particular case, Tina said that the decision reflects no judgment about the sorority system here or about any other nationally affiliated group.

A contrast of the new local group to Alpha Sigma Alpha sorority, which decided in 1964 to localize in order to accept a black student and which has since disappeared from the campus, was made by Mary Jane Stevenson, dean of women. "At the time of Alpha Sigma Alpha's withdrawal from its national, it was not the strong chapter that Beta Gamma is presently," Miss Stevenson noted.

Dean Dunlop has indicated his office's endorsement of the group's action, as well as the University's willingness to help maintain Beta Gamma, should any need arise.

Tina said that the sorority was "extremely grateful to the administration for all its help," and expressed a hope that alumnae would get in touch with the group if they had any questions or comments about the localization.

The Different Drummer

Staff

Tom Rivoire, Martha Weitzel, Randall Smith, Sherry Bilger, Ann Morrison

Faculty Advisor

Prof. James Carens

A new student publication appeared on campus in January. Scheduled for publication each month, the initial issue focused on a search for rational alternatives to problems concerning the entire University community. Mr. Rivoire and Miss Weitzel are sophomores; Miss Bilger is a freshman, Mr. Smith is a junior, and Miss Morrison is a senior.

Increase Fees

Bucknell University announced in late January an increase of $250 in annual student charges. The increase includes rises of $175 in tuition and $25 each in general fee, room rent, and board.

Bucknell's tuition in September, when the increase takes effect, will be $2,250. The comprehensive fee, which includes tuition, general fee, room rent, and board, will be $3,350 annually.

University President Charles H. Watts, in a letter to students and their parents, said that the increase, although made reluctantly, was necessitated by inflationary costs and would provide only modest increases in salaries for faculty and staff.

"Although we are cutting costs in those areas of our budget where cuts are possible, inflationary costs of all items we must purchase make this increase unavoidable," he wrote.

President Watts added that "every effort is being made to provide additional financial aid funds, and we will make certain that no undergraduate will be prevented from continuing his education because of financial considerations."

Dr. Artman Dies

Dr. Robert A. Artman, 54, of West Lawn, Lewisburg, died suddenly and unexpectedly Sunday, February 15, at the Evangelical Community Hospital, Lewisburg. He had been a Professor of Physics at Bucknell University since 1958 and chairman of the department of physics until this year when health forced him to step down from the post.

A native of Illinois, he was born in Freeport, a son of the late Frank and Geneva Downing Artman. He was a graduate from Illinois College at Jacksonville, Ill., and received his Ph.D. degree from the State University of Iowa, Iowa City, Iowa.

A veteran of World War II, he served as an Air Force Captain serving as an instructor at Maxwell Field, Ala.

Prior to coming to Bucknell in 1958, he was a physics professor at Evansville College, Ind., and Auburn University in Auburn, Ala. He also served for six years as supervisor of applied physics at the Ford Motor Company in Dearborn, Mich.

He was a member of Beaver Memorial United Methodist Church in Lewisburg.

Dr. Artman was a member of the American Institute of Physics, American Association of Physics Teachers, Phi Beta Kappa, Sigma Xi, Sigma Phi Sigma and Phi Mu Epsilon.

The Varied Worlds of Bucknellians

Mary Margaret Brown '13, Mother Victoria, when she received Alumni Award from Bucknell in 1966.

A Life of Charity

Mother Mary Victoria Brown '13 retired in August 1969, 18 years past the age that most people end their working days. The former Mother general of the Sisters of Charity of Seton Hill observed that perhaps she should have retired at 70 because after that "you don't contribute so much."

Mother Victoria's contributions to the Sisters of Charity began when she entered the order 50 years ago at St. Joseph's Motherhouse, Seton Hill. After graduation from Bucknell, she taught English for six years at Braddock High School before she entered the Sisters of Charity. She taught English at St. Joseph's Academy at Seton Hill for several years and was a member of the English faculty of Seton Hill College from 1922 to 1944.

Mother Victoria was appointed treasurer of the college in 1936 and was dean of the college from 1942 to 1948. She was elected treasurer of the community of the Sisters of Charity in 1948, secretary general in 1951, and mother general in 1963. During her tenure, education at the college was advanced and the community grew from 400 to over 750, and the teaching staff doubled. After Vatican II, changes came faster, and Mother Victoria was responsible for renewal programs for the Sisters of Charity.

Honored by the General Alumni Association in 1966 by the Award of Merit for her recognized contributions to her fellow man, Mother Victoria notes that she takes "special pride in the fact that President John H. Harris was on the Seton Hill College and University Council when the school's charter was granted in 1918, the year before I entered." She notes that Bucknell's late President was instrumental in aiding the college in its early years.

During the first years of her retirement, Mother Victoria hopes to go to one of the congregation's Arizona missions. She notes that she wishes "to get out of decision making and think for a little while. I hope I'll find something to do—some quieter things."

New Federal Jurist

The Honorable R. Dixon Herman '35 is among the newest federal jurists nominated to their posts by President Richard M. Nixon. The appointment for Mr. Herman as U. S. District Judge for the middle district of Pennsylvania was confirmed by the U. S. Senate in December, and Judge Herman took his oath of office on Monday, January 5, 1970.

The new federal jurist was completing his second year of a 10-year term on the Dauphin County Common Pleas Court when appointed to office. He succeeds Judge Frederick V. Follmer '06, H '56, Milton, who retired from the active three-man judiciary of the district to assume the status of senior judge. The federal post carries a salary of $40,000 a year.

Judge R. Dixon Herman '35

A native of Northumberland, Judge Herman received his B.A. degree from Bucknell University and his LL.B. degree from Cornell University Law School in 1938. From 1942-1944 he was Dauphin County Assistant District Attorney, served in the Navy from 1944-1946 and was a member of the State Legislature from 1948-1950. He was elected to the Dauphin County Common Pleas bench in 1957 and reelected for a second 10-year term in 1967.

Judge Herman began the practice of law in Harrisburg in association with the Honorable Robert E. Woodside in 1938. He has continued his law practice in Pennsylvania's capitol city, and will retain his offices there during his tenure on the federal court.

A member of the National and Pennsylvania Councils of Juvenile Court Judges, Pennsylvania Conference of State Trial Judges, the Board of Family and Children's Service of Harrisburg, the Board of Managers of the Harrisburg Hospital, he also served many years on the Board of the Dauphin County Unit of the American Cancer Society. He had served as an elder in the Second United Church of Christ, Harrisburg, and was an immediate past president of the consistory. He is a member of the Masons and became a 33rd degree Mason in 1962.

The jurist's first wife, the former Louise Witmer, passed away in 1959. He and his second wife, the former Elizabeth DeWitt, reside at 2960 North Second Street, Harrisburg.

Journalist's Life

A recent graduate, Donald R. Scott '68, was among the many reporters on assignment in Houston, Texas, for coverage of the Apollo 12 moon shot. Donald was covering the event for *Newsweek* magazine, and reports that it really was a full-time assignment.

Readers of *Newsweek* should note that one of Donald's regular assignments for the magazine is the "Where are they now?" section. He hopes to do graduate work in journalism while continuing his career.

A member of Phi Lambda Theta fraternity, he received his B.A. degree from Bucknell. He served as station manager of WVBU during his senior year and was active in the McCarthy campaign for President. He now resides in New York City.

Bank Executive

Mark N. Jacobson '53 was recently elected a vice president in the Loan Review Department of Exchange National Bank of Chicago.

After graduation from Bucknell, Mark joined the staff of the National Bank of Westchester, White Plains, N. Y. Later, he served as a National Bank Examiner with the Office of the Comptroller of the Currency.

A member of Sigma Alpha Mu fraternity at Bucknell, Mark now serves as secretary-treasurer of the Bucknell Alumni Club of Chicago. He and his wife are the parents of two children, and the Jacobsons reside at 958 Glencoe Road, Glencoe, Ill.

Protecting the Vice President

Samuel E. Sulliman '56, deputy special agent in charge of the Vice Presidential Protective Division in Washington, D. C., has been promoted to the position of special agent in charge of that Division.

A native of New Britain, Conn., Mr. Sulliman served four years with the United States Army. He attended the University of Connecticut School of Law after his graduation from Bucknell.

He was appointed a Special Agent with the Secret Service in 1959. During his career, he has been assigned to Secret Service offices in Washington, D. C., Chicago, and Boston. In 1961, he was assigned to the Presidential Protective Division, and in 1968, he was promoted to the position of assistant to the special agent in charge of that Division.

He was assigned later to the position of assistant special agent in charge of the Vice Presidential Protective Division, and since August of 1969, he has served as Deputy Special Agent in Charge of that Division.

Mr. and Mrs. Sulliman are the parents of a son, David, age 3. He resides at 1209 Belle Vista Drive, Alexandria, Va. 22307.

Samuel E. Sulliman '56

New Business

Michael R. Bruml '56 has formed Bruml Associates, Inc., a firm which specializes in recruiting of technical sales and marketing men for the electronic industry.

A former market services manager, for Sanders Associates, and project coordinator for the Hazeltine Electronics Corporation, Michael received his B.S. degree from Bucknell and his M.B.A. from Hofstra College. Most recently, he had been with Tecmark, New York, as vice president in marketing.

A member of Sigma Alpha Mu fraternity at Bucknell, Michael is married to the former Marilyn Talnoff, and they are the parents of two children. They make their home in Bayside, New York.

Powering Computers

John F. Shedlock '62, a project administrator for the General Electric Corporation, Philadelphia, is the co-author of a recent article on how power supply requirements on large computer installations can be met.

John joined General Electric after receiving his B.S. degree in electrical engineering from Bucknell. He has served from 1965 to 1968 in various fields, including sales and application engineering of static inverters. He was a member of Kappa Sigma fraternity at Bucknell.

Brewmaster-Columnist

For those who wish to add to their credentials as epicures, Joseph W. Ortlieb '52 is a man to know.

Now serving as vice president, secretary and director of the Ortlieb, F & S, and Kaier Brewing Companies, Joe has taken on a new job as newspaper columnist, and readers can address questions to him—although not the same questions that they might address to Ann Landers. (See Column.)

As an accredited brewmaster—he received his degree from the U. S. Brewers Academy, Mount Vernon, New York—Joe speaks with authority and "tells it like it is" in matters of the palate.

Now serving as vice president of the Bucknell Alumni Club of Philadelphia, Joe is married to the former Maralyn M. Murphy '54. They are parents of three daughters and two sons. The Ortliebs reside at 453 Eaton Road, Drexel Hill.

The Beer Drinker's Corner

by Joe Ortlieb, Brewmaster

Some folks have asked, "How old is beer?" Well, the oldest inscribed clay tablet, dating back to the ancient Babylonians of 6,000 B.C., depicts a scene of beer preparation.

And, by 4,000 B.C., 16 different types of beer made from barley were recorded being brewed in Babylonia. Beer was also known to the Chinese in the 23rd century B.C.

It's historically significant that beer was served aboard the Mayflower. An original manuscript of 1622 states, ". . . for we could not now take time for further search or consideration: our victuals being much spent, especially our beer. . . ."

William Penn introduced brewing into Pennsylvania, and built a brewery near his home at Pennsbury, Bucks County.

And George Washington maintained a brewery at Mt. Vernon.

So beer's been around for a long time.

The Ortlieb Brewery is one hundred years old this year. And with a century of tradition and experience behind us, we brew the best glass of beer anywhere. Yes, anywhere. Try a glass yourself. Prosit!

A CENTURY OF BREWING TRADITION

Got a question about beer? Ask Joe Ortlieb. Write to him at The Henry F. Ortlieb Brewing Co., Philadelphia, Pa. 19123

International Banking

Dean F. Gruder '54 has been elected a vice president of American Express International Banking Corporation, a wholly-owned subsidiary of American Express Company.

Mr. Gruder will be responsible for new business development in the United States and Canada. American Express International Banking Corporation provides a full range of commercial banking services, outside of the United States, to U. S. and foreign companies, banks and individuals. It maintains 47 branches and subsidiaries in 17 countries and a New York Agency to handle transactions incidental to its foreign operations.

Mr. Gruder joined the American Express International Banking Corporation in 1960 as an administrative assistant. He progressed to assistant agent, agent and assistant vice president before his current promotion.

The former U. S. Navy lieutenant and his wife, the former Ruth Carlson, live in Saddle River, N. J., with their two children.

Heart Research

Dr. Ellen J. Killebrew '59 is sharing in the $363,800 in grants which have been awarded by the California Bay Area Research Committee to 42 researchers for the year 1970. Dr. Killebrew, a Twin Peaks resident, and researcher at Pacific Medical Center, was awarded the Robert C. Kirkwood Memorial Fellowship by the San Francisco Heart Association at the annual meeting of the organization.

The Fellowship, in the amount of $8,000 this year, is presented to a researcher annually. It was established by the San Francisco Heart Association Board of Governors as a memorial to Mr. Kirkwood—a distinguished public servant and civic leader—after he suffered a fatal heart attack in 1964.

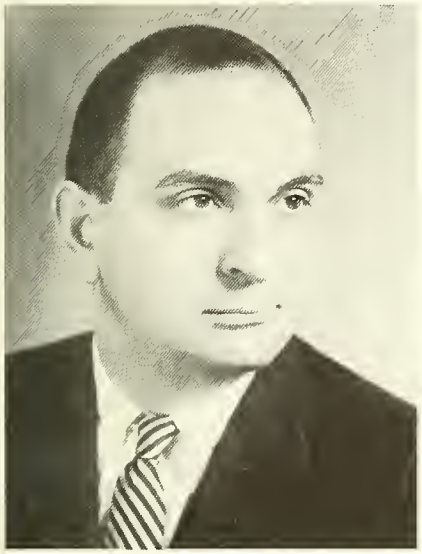
Dr. Killebrew plans to use the funds to test drugs for controlling congestive heart failure and arrhythmias. Congestive heart failure occurs when congestion or accumulation of fluid in various parts of the body

results from the heart's failure to maintain a satisfactory circulation. An arrhythmia is an abnormal heart beat.

Dr. Killebrew received her B.S. degree from Bucknell and is a member of the Phi Mu sorority. She earned her M.D. degree at New Jersey College of Medicine in Jersey City, N. J. Her internship was served at the University of Colorado Medical Center in Denver, Colo.

Investment Official

Kenneth G. Langone '57, president, R. W. Pressprich & Co., Inc., has been elected to serve a one-year term as 1970 president of the Investment Association of New York. The association's membership is composed of personnel under 35 years of age from the city's investment, financial and banking communities.



Kenneth G. Langone '57

Mr. Langone joined Pressprich in 1962 as a sales trainee and was named a partner in 1966. He was elected vice president in 1968, when R. W. Pressprich was incorporated. A native of Roslyn Heights, N. Y., Mr. Langone was an investment analyst with the Equitable Life Insurance Society of the United States from 1957 to 1961, and was a banking and finance instructor at North Carolina State College from 1961 to 1962. He also taught evening courses in banking and finance at New York University School of Commerce from 1962 to 1964. He received a B.A. degree from Bucknell University and an M.B.A. degree from New York University Graduate School of Business Management in 1960.

Mr. Langone is a director of Automated Environment Systems, Inc., and is a member of the board of arbitration, American Arbitration Assn. He is also a member of the Bond Club of New York.

He lives with his wife and three sons at 83 Elderfields Road, Manhasset, N. Y.

University Librarian

Catherine D. Hayes '47, associate head of the University of Rochester Library's Department of Special Collections, was recently named assistant director of libraries at the University.

In her new post, Miss Hayes will work on administrative and special projects. She will continue as editor of the University of Rochester Library *Bulletin,* a quarterly containing articles of historical and literary interest.

A member of the library staff for 11 years, Miss Hayes was named assistant librarian in 1958, assistant head of special collections in 1966, and associate head of special collections in 1968. She became editor of the *Bulletin* two years ago.

Miss Hayes was born in Canandaigua, N. Y., and received a B.A. degree in English from Bucknell. She received a master's degree in library science from Syracuse University. Before joining the University of Rochester staff, she was a news reporter and editor for a number of New York State daily newspapers. She lives at 144 Golden Rod Lane, Rochester, N. Y.

New Executive

David B. Morgan, Jr. '50 has been named director of corporate public and industrial relations for Harvey Hubbell, Inc., Bridgeport, Conn. Mr. Morgan will be responsible for corporate activities of both domestic and foreign operations, and also for a portion of the Hubbell stockholder relations portfolio. His offices will be in the Bridgeport, Conn., headquarters of the company.

Formerly vice president of industrial and public relations for the Heli-Coil Corporation, Danbury, Conn., Mr. Morgan has been active in industrial management as well as in the fields of public, industrial, and stockholder relations. Harvey Hubbell is a diversified manufacturer of electrical and electronic products. The company is listed on the American Stock Exchange and had sales of approximately $65,000,000 for the year ending December 1969.

Mr. Morgan is a member of the National Board of Directors of the American Association of Industrial Management and a past president of its Connecticut branch. He is also a member of the Silver Bay Conference Committee, a past president of the Danbury Chamber of Commerce, and a member of the Vocational Education Guidance Committee for the

David B. Morgan, Jr. '50

State Department of Education of Connecticut.

Mr. Morgan is also a graduate of the U. S. Merchant Marine Academy, and New York University. He belongs to Lambda Chi Alpha and Phi Delta Kappa fraternities. He lives with his family in Newton, Conn.

REUNION

MAY 29, 30, 31

THE STRANGE CASE OF THE PRESS VERSUS EDUCATION

By George C. Keller

ABOUT OUR AUTHOR

George Keller is a noted education writer and analyst. He is also an editor who has ably demonstrated the courage and talent to get at the truth of a story. He has taught history and political science, served as an assistant dean of students at Columbia College, and edited COLUMBIA COLLEGE TODAY, *a three-time Sibley-winning alumni magazine. The author of many articles and reviews, he is now a special assistant to the Chancellor, State University of New York.*

This article first appeared in ALMA MATER *(October, 1969), a publication of the American Alumni Council. It is reprinted here with the permission of the author and the Council.*

OPEN your newspaper. Open *any* newspaper. Try to find some news about education. I don't mean college sports news or crime news from the campus (dope, sex, rioting). I mean *education* news—information about who is pouring what into whose mind and soul, why, where, and at what cost. I'd lay a sizable bet, say fifty cents, that you won't find any. The American press simply doesn't cover education. Education is perhaps the biggest untold story in American journalism.

Consider the following. American education has exploded in the past 15 or so years. As recently as 1947, less than half of our young people completed high school, and only one out of seven high school graduates went to college. In 1967, three quarters of all young people finished high school and five out of ten graduates went on to college. Between 1957 and 1967 alone the college population more than doubled, from 3 million to 6.4 million. A wholly new kind of institution came into existence, and multiplied like rabbits: the community college. Almost every sizable community in the nation built a new school or added to its old one. More school and college capacity was created in the 10 years between 1957 and 1967 than was built in the previous 300 years!

This year, 1969, about 59 million Americans—nearly 30 percent of our entire population—are full-time students. This number is greater than the total population of England. We have a higher percentage of *Negroes*

Kerner's Panel Urges New Taxes

BILLIONS SOUGHT TO END RIOTS

Woods Asks O.K. to Hire 1,000 Payless Deputies

Rights Leaders Laud Report by Commission

Must This Scene Be Repeated?

Probers Ask All-Out Effort for Racial Peace

going on to college—11 percent—than the so-called advanced nations of France, Britain, or Germany have *whites* going on to college (about 8 to 10 percent). The United States is currently spending nearly $60 billion a year on formal education, an 800 percent increase in the past 20 years. We now have more money sunk in education than in all our factories and tools! And education is still growing, at twice the rate of the rest of the economy.

BUT that's only part of the story. Despite many rigidities and weaknesses, American education has performed the miracle that Europeans said couldn't be done. It raised its *quality* at the same time that it expanded its quantity greatly. In fields as varied as sociology, new math for youngsters, music, space engineering, Oriental studies, biochemistry, art, business administration, and poetry, America is probably the world leader.

Not only has the quality of U. S. education gone up, but the scope and variety of education in recent years has ballooned. Marshall McLuhan has written that today, "Most learning occurs outside the classroom. The sheer quantity of information conveyed by press—magazines, film, TV, radio—far exceeds the quantity of information conveyed by school instruction and texts." He's probably right. The amount of education done outside the schools is increasing enormously and rapidly. Courses in business firms, military branches, libraries, even yacht clubs are proliferating.

For example, the Department of Defense annually spends as much on training and education as our 50 states combined. Among other enterprises, it runs more than 300 military schools, trains nearly half the nation's electronic technicians, has pioneered in foreign language instruction and machine teaching, and actually runs the nation's ninth largest school system—for the children of military personnel overseas. Who has been told of the so-called "museum movement," wherein museums are currently switching their approach from being passive displayers of valuable objects to active educators of the public about the objects and their origins? Over 20 percent of America's museums, according to Eric Larrabee's *Museums and Education,* now offer courses for laymen.

America is becoming an education-based, education-dominated society. This is the first time in the history of the world that any society has centered its life upon schools, made education its main business. You would think that there is a big story for the press here. You would think that it would be news, especially since nearly every TV watcher, newspaper reader, or magazine subscriber has a son, sister, aunt, nephew, or grandmother taking courses somewhere. And especially since education is now the main cost item in virtually every state budget. But no, American journalism acts as if the country were still in the 1920's.

WHEN the press does get interested in education, it is usually in the violent, the bizarre, the action-packed, the extreme aspects. Nearly everyone involved in education voices this complaint. Quite justifiably, because it's largely true. This is not to say that there are not journalists who are wonderful exceptions, such as Bill Twombly of the *Los Angeles Times* or Jerrold Footlick of the *National Observer,* or the late David Boroff in magazine work. But for the most part education has to compete with wars, rapes, fires, plane crashes, political feuds, and sports matches. It has to be boffo. At least that's what most newspaper men and TV newscasters believe.

Whenever I make this charge, journalists promptly shoot back, "Document your allegation." When I spill out instances from my own and other campuses until they cry "Enough!" they usually have three responses. One is, "But these are the *exceptions.*" Thus: "Just because one TV reporter wrote 'No Gym' on Columbia's Hamilton Hall in bright red paint so that the sit-in would appear more angry and vivid for color television doesn't mean they *all* do it." Or, "Just because the *Daily Bugle* guys report Negro riots but not the progress in integration or Negro grievances doesn't mean *we* do that."

My answer to that has been to ask *them* to document the instances in which they have reported the "rule" rather than the "exception" — the peaceful compromises, the construc-

tive efforts, the quiet, hard work behind the scenes, the noble sacrifices that professors, students, and mothers sometimes make, the sampling of the huge, majority, middle-of-the road opinion. I never fail to be surprised at the embarrassing paucity of instances they are able to give of the rule from which their exceptions are alleged to deviate.

Another response—one that sometimes follows directly upon the inability to cite sufficient instances of reporting about the less splashy or gory aspects of life—is, "After all, life is rotten. The world is really like that." Julian Goodman, the president of NBC, said in Omaha on January 27, 1969, "Television did not create the beauty or the ugliness it has shown [the viewers]. They were there, with a life of their own, and television has only revealed and tried to explain them." What nonsense! Television does not reveal the world; it reveals *some* of the *visual* parts of it. Nor does it reveal much of the "beauty" of life.

pidity and grandeur of people in various walks and places of life. But the documentaries are gone, as is Murrow. And the Morgans and Sevareids are rare.

Then, among the less hypocrital, there is a third response. "Of course, the news media don't depict life. They give *news*. And news is only the more dramatic, violent, combative segment of life." As James Gordon Bennett, founder of the New York *Herald,* said on a slow day in 1835, "Send a man out to kill somebody. We must have news."

News is not a description of the latest developments of contemporary civilization, say these respondents; it is, rather, those selected snatches of daily existence that will grab, terrify, or thrill readers, listeners, or viewers. It is closer to theatrical melodrama than to historical or sociological nonfiction. The public is to be entertained, not informed. Gordon Manning, news director of CBS, told an audience at Columbia University on March 9, 1968, when asked why so

SHOOT ARSONISTS: DALEY

GOODMAN should listen to his own newscasters some night. "This is the way the world shapes up tonight. President Nixon blasted in Timbuktu. (By 100 youths out of a crowd of 10,000, probably.) Ninety persons die in plane crash above the Amazon. Twenty-six Americans killed in Vietnam today. Chicago's sanitation men refuse an offer to go back to work for the fifteenth straight day. Senator Cyrus Smunk charges that the State Department is rife with widespread lesbianism. More in just a moment. But first a word about Wildstem Mouthwash, the greatest body chemical that modern science has ever devised . . ." Beauty? Ugliness? Television news is mostly a nightmare tabloid of frivolous controversy and real catastrophe. Sure, there are Edward P. Morgan and Eric Sevareid; and there used to be a guy named Edward R. Murrow who made marvelous half-hour or hour-long documentaries on the stu-

much of TV news is bad news, "The public is allergic to good news. And we have to serve our public."

After this response, I usually capitulate.

I do not mean to suggest that newsmen are a unique breed of scoundrels; actually many of them are dedicated, wonderfully earthy semi-professionals. Nor do I mean to suggest that the news media have a gentleman's agreement against reporting about education, the way they once ignored the American Negro. The deficiencies of the American press are partly a result of many individuals' ignorance; partly a result of the failure of cour-

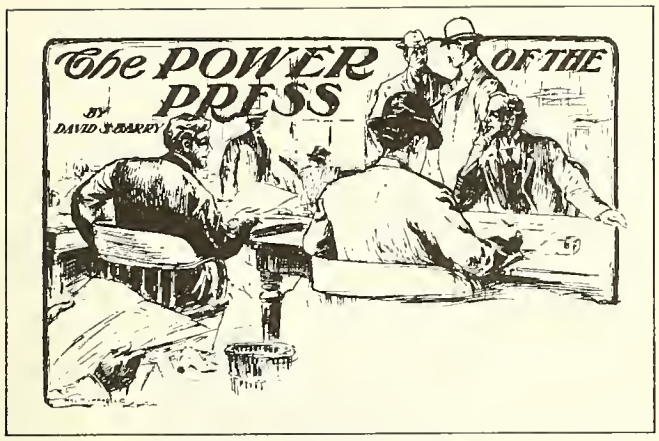
Snipers Duel Police! 8 Die, 18 Wounded In Cleveland Battle

age and of concern about things like honesty, completeness, public enlightenment, and social peace and justice; and partly a result of the structure of the communications industry. These are deficiencies we all suffer from, in whatever occupation we labor.

WE tend to forget that television and other media are big business. (The profits in TV, for example, are huge.) Journalist Edward P. Morgan said recently, "We must constantly remember that broadcasting grew up entirely with businessmen, not with writers, reporters, educators, or government leaders." Moreover, as the talented, frustrated education consultant of CBS-TV news, Edward Wakin, says of TV, "It's almost *show* business."

Nearly all news media, even most of our better magazines (who do the best job of reporting about education) are subsidized heavily by the demanding $21 billion advertising industry. So the news media are also *sales* media. They are only partly a *public* service; they are principally a service for *business*. They must seize our attention in order to help sell society's wares. When brilliant new documentaries or in-depth features or highly artistic and moving presentations appear (as they sometimes do), they are the work of intelligent, dedicated, forceful, public-spirited craftsmen who override the doubts and motives of their bosses, assisted by public criticism of the media and government threats. Such publications as Fred Friendly's book, *Due to Circumstances Beyond Our Control* and Thomas Whiteside's piece on adman Rosser Reeves in the *New Yorker* (September 27, 1969) are instructive here.

(An aside. Prominent journalists never tire of scolding college magazine editors because they feel the editors don't criticize higher education and their institutions more bitingly. I have found that an enjoyable retort is to ask them when they were planning to tear into the advertising world fiercely. The question can cause some of the righteous swingers to turn snow white.)



Above illustration by Will Chandlee for a short story by David Barry appeared around 1900. This was the era of the "star" reporter and of some very lurid and sensational journalism.

"I suppose we in education shouldn't grumble when most of today's press treat education as if it were a mere adjunct to their sports and crime sections. But we definitely should take some constructive action to separate news from real life for the American public . . ."

The consequences of media news have reached crisis proportions in our society. A large portion of our population now regards America as a "sick" place, with crime, dope, and hedonistic youth running rampant, with our political leaders stupid, our parents bourgeois idiots, our business organizations a greedy mess, our cops and blacks as savage brutes, our schools and colleges lousy and bankrupt. Where did this notion come from? Family training? The schools? The churches? The corporations? The federal government? Hell, no. It comes from our news media, and, to a lesser extent, from the arts. The news media are now probably the most powerful influence around in shaping our view of ourselves, our society, and the world. The most devastating management of the news today is not done by the White House or the Pentagon. It is done by the news media themselves.

ZEUS knows, there is tension and lust and greed and controversy in America, and we have our problems with race, pollution, the military, and other forces. But Zeus also knows that the United States is the most free, most self-critical, most highly educated nation on earth. This, too, is fact, as most intelligent foreigners, especially those behind the Iron and Bamboo Curtains know. America and American education are not falling apart smugly. They are moving ahead abrasively.

What can we do? What should we do? A lot, I think. New loci of power require new means of scrutiny and, if necessary, control. Let me suggest just four specific things briefly.

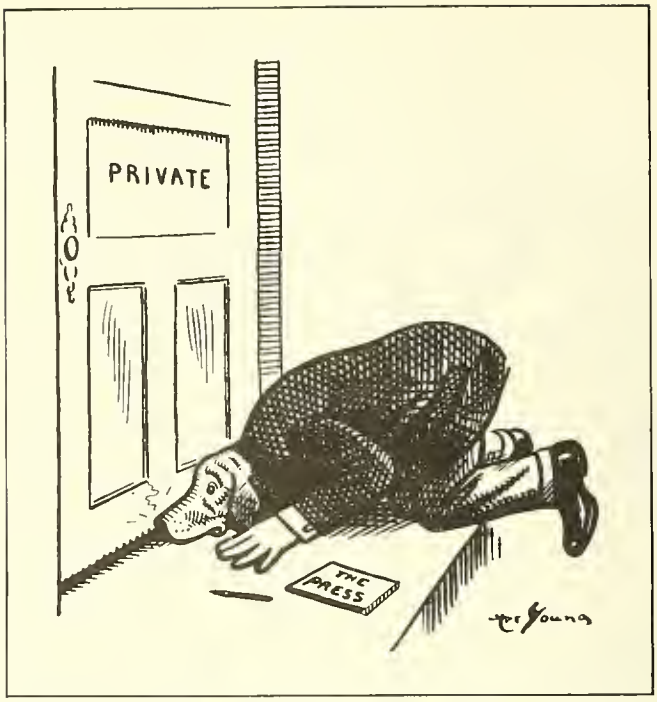
First, our schools, colleges and universities must wake up to the new power of the press and study it as they do other forms of power in our society. *There is something ludicrous* —and suicidally irrelevant — *about spending more course time on Jacobean drama than on the contemporary press, which shapes our lives a hundred times more than late English Renaissance plays do.* Lawrence Dennis, chancellor of Rhode Island's system of higher education, proposed such new studies at a conference on journalism education in November 1968. He argued that we need new "regional centers for the study of mass media at several of our leading universities." I would go further and say that no good school or college ought to be without instruction in the power, practices, finances, and philosophy of the media. If the news media shape us now as much as government, art, business organizations, and educational institutions do, the media ought to be analyzed and revealed just as much as these other controlling forces in society.

Second, because the news media regard education as dull, inconsequential stuff, the schools and colleges are going to have to take a giant step and start informing the public themselves about what they are really doing and what they continue to accomplish despite their lapses and problems. Alumni magazines, public news letters, films, TV spots, and various other strategies — skillfully, artfully executed—are necessary to break through the near-blackout on what is actually happening in education. The three-year-old *Chronicle of Higher Education* is a model of what can be done, though it focuses chiefly on education news of interest largely to top administrators.

Third, educators and public agencies and individuals should press newspapers, magazines, and television stations for more and better education news. And for more and better education reporters. *It is absurd that there should be about 900 travel and outdoors editors in the U. S. news media and fewer than 120 education editors.* G. K. Hodenfield, Indiana University-based secretary of the Education Writers Association, told me two years ago that, "Most newspapers and television stations still do not realize how important education is, or what it is all about. We spend tens of millions of dollars on education in Indiana, but neither the *Star* nor the *News* has an education writer."

Fourth—and last—somehow all of us need to convey in various ways to the news media that their concept of what is news is as out-of-date as au-

thoritarian parietal rules on campus. The event-oriented "man bites dog" concept was O.K. when *local* news, crime, fires, and political campaigns were the big events. News today, that is, the truly consequential events of our time, develop in powerful, hidden, glacier-like shifts, not in a noisy popgun fashion. Waiting for somebody to punch somebody else or call someone names is small-town, 19th-century reporting. Yet many of the biggest, best papers and networks do it still.



Cartoon by Art Young appeared in COLLIER'S WEEKLY *(1911). Inspiration may have come from Finley Peter Dunne: "They used to say a man's life was a closed book. So it is but it's an open newspaper."* (OBSERVATIONS BY MR. DOOLEY, *1902*).

BY adhering to this old-fashioned, event-oriented idea of news, the press suffers in at least two ways. One is that it is being manipulated by zealots and extremists more every month. Journalists, who pride themselves on their independence and fierce skepticism, run like drug addicts at the bidding of whomever alerts them that they intend to do something really wild or say something smashing. They are hooked on sensationalism. When the history books of our time are written, people may marvel at the fascinating developments that took place in our decades—some incredibly foolish but others remarkably grand—while the general public was being told that there was little else but rioting, looting, and denouncing going on.

The press suffers in another way from its antique notion of what is news. It is missing nearly all the truly great news of our time. Someone once said, "The best journalism is history written while it's hot." Well, most newsmen today are certainly not practicing great journalism. *The big stories of our time are not waves but deep currents.* The spread of pollution or computerization, or the growing influence of the military or of advertising, or the changes in class structure or world dance patterns are not splashy, one-shot events, capable of being handled by a tabloid format. They *are* dramatic, gripping, life-and-death or life-and-joy matters. But they are not boffo in the old sense.

Thus, the press missed the whole drift in church ecumenism until Pope John called the Vatican Council. Only with the Council did they think there was a "peg," a story. And they have missed the real tragedy of America's blacks—how six million of them have been forced to migrate from the South to Northern cities, brutally uprooted by an almost unknown revolution going on inside America: the scientific mechanization of agriculture. In missing the deeper tragedy, the press has also seriously misread the nature of the so-called "urban crisis." And it has therefore prompted many persons, white and black, to undertake shallow, misdirected "solutions" to urban problems.

NOT only does the press miss the biggest stories going on outside its offices, though. They are also rewriting and distorting American history almost as badly as Russia's Stalinists did their own nation's past. Who would know, watching or reading our media, that America's population boom ended in 1963? That WASPS comprise only 27 percent of our population, and that 16 percent of America's people are foreign-born or of foreign parentage? *That the South is the most populous region in the United States, with 56 million people, more than one quarter of our population, and that it is a region that is experiencing great economic growth?* That the dropout problem is a myth (more persons complete high school and college than ever before)? That the Negro middle class is growing fast, and that Negro enrollment in colleges has shot up 85 percent between 1964 and 1968? That "crime in the streets" was worse 30 years ago and that drug addiction in America was higher in 1914, when narcotics could be purchased openly in any drugstore, than it is now?

I suppose we in education shouldn't grumble when most of today's press treat education as a mere adjunct to their sports or crime sections. But we definitely should take some form of intelligent, constructive action to separate news from real life for the American public, to tell the world how millions of children and young people are actually being reared and taught in our time.

Two Responses to Keller's Views

EDITOR'S NOTE

George Keller's article provoked a variety of responses, two of which we reprint here.

The first commentary is by Mr. G. K. Hodenfield, executive director of the Education Writers Association, and a leader for many years of a national movement to tell in greater depth and with far more clarity the "education" story. Mr. Hodenfield is quoted by Mr. Keller.

The second response is by Mr. Arthur Hove, assistant to the vice president, University of Wisconsin, who spells out what he sees as shortcomings in Mr. Keller's and Vice President Agnew's indictments of the press.

"The article is exaggerated and out of date."

I agree heartily with Keller's main point. However, the article is either exaggerated or, more likely, about two years out of date.

I agree: "Education is perhaps the biggest untold story in American journalism."

I disagree: "The American press simply doesn't cover education." For instance, Keller says, "It is absurd that there should be about 900 travel and outdoor editors in the U. S. news media and fewer than 120 education editors." There is an over-balance, and it *is* absurd. But the fact is the Education Writers Association now has more than 250 active members who are full- or most-time education writers and editors, and we estimate that there are at least that many more we should have but don't.

In the same paragraph he quotes me as saying two years ago: "We spend tens of millions of dollars on education in Indiana, but neither the (Indianapolis) *Star* nor the (Indianapolis) *News* has an education writer." The fact is that now both the *Star* and the *News* have full-time education writers, and both papers have established one-man bureaus at Bloomington, West Lafayette, and South Bend to give better coverage to Indiana University, Purdue and Notre Dame.

And I think that Keller might have noted that the time and attention given to education in the press media has risen enormously dating back to Sputnik in 1957. In January 1958, for instance, I became the AP's first full-time education writer. AP gave me free rein to go anywhere in the United States. With AP's encouragement, I went where I thought education news really was: in the classrooms of schools and colleges. I was *not* assigned to cover desegregation riots, Congressional hearings on federal aid to education, or any of the peripheral activities. My job was to write *education*. And AP still holds that view: Garv Hudgins last summer visited schools and students in Britain, France, Poland and Russia. The United Press International has not done as much, but some of the best stories you'll read today about America's young people are by Lou Cassels of UPI.—*Hodenfield*

"The media have given us an inordinate amount of coverage."

I knew who George Keller was five years ago. I did not know who Spiro Agnew was until a year ago last summer. If someone had suggested to me that these two gentlemen would be working the same side of the street in the fall of 1969, I would have scoffed disdainfully at the frivolity of such a possibility. Yet, here they are—George and the Vice President—riding side by side, their lances menacingly tilted as they conduct a direct frontal assault on the news media.

Many of us simply do not feel that either George's or the Vice President's indictments can be accepted without some basic reservations. In the case of education, part of our current national schizophrenia can certainly be traced to the fact that the media have given us an inordinate amount of coverage. Education has made good copy almost everywhere—even those stories that do not involve dope, sex, revolution, and other national pastimes. Most national news magazines have regular education departments. Even the local school board meeting gets a detailed reporting in the weekly newspaper.

The result is that people in this country have become more aware of what it costs to maintain our educational systems. Many are not convinced that they're getting their money's worth.

In the heat of this newly-engaged press vs. public battle, there is a considerably more serious development abuilding. One of those deep currents in American life that George alludes to is surfacing and threatens to engulf us all. There is a nasty spirit of anti-intellectualism at large both within and without the academy. If this continues unchecked, then the questions about whether the media are properly covering education or not will become simply academic.

—*Hove*

—30—?

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MAY, 1970

THE BUCKNELL ALUMNUS

Blanchard Gummo's *"Farm Buildings Near Greenwich"* (gouache), 1940.

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Eulogy For John H. Shott '22

By John F. Zeller III '41

IT is almost thirty years now since I was an officer candidate at the Field Artillery School in the early days of World War II, but as I sat down to think about John Shott, and about what his life had meant to this institution and to his friends, there came to mind a sentence which appeared in the chapel calendar at Fort Sill one Sunday and which impressed me enough so that I jotted it down in a little notebook I was keeping in which I recorded epigrams and ideas which seemed to me to be worth remembering.

> "If you want to be missed by your friends," the sentence read, "be useful." Buck Shott has earned his "*well done*" because he was a "*useful*" man.

His friends of every Bucknell generation will miss him. That he had friends in every college generation and among all those who knew him stemmed not from the fact that he sought friendship as a hail-fellow-well-met, a super salesman, a bon vivant, a witty, story-teller on the banquet circuit. His was the kind of friendship that begins, grows and is sustained by the question that undergirded almost every contact—"What can I do to help *you*?"

Although Buck was the only alumni secretary Bucknell had from 1950 until his retirement in 1968, Bucknell got a good deal more for its salary dollars than just the services of one ordinary man. He did the work of several —club organizer, director of the alumni fund, editor of the magazine, dual development campaigner, archivist of alumni records, Bison Club Secretary, among others. He and Trix were a team, and between them they charmed and befriended everyone from the undergraduates of the marching band to the octogenarians of the emeritus club.

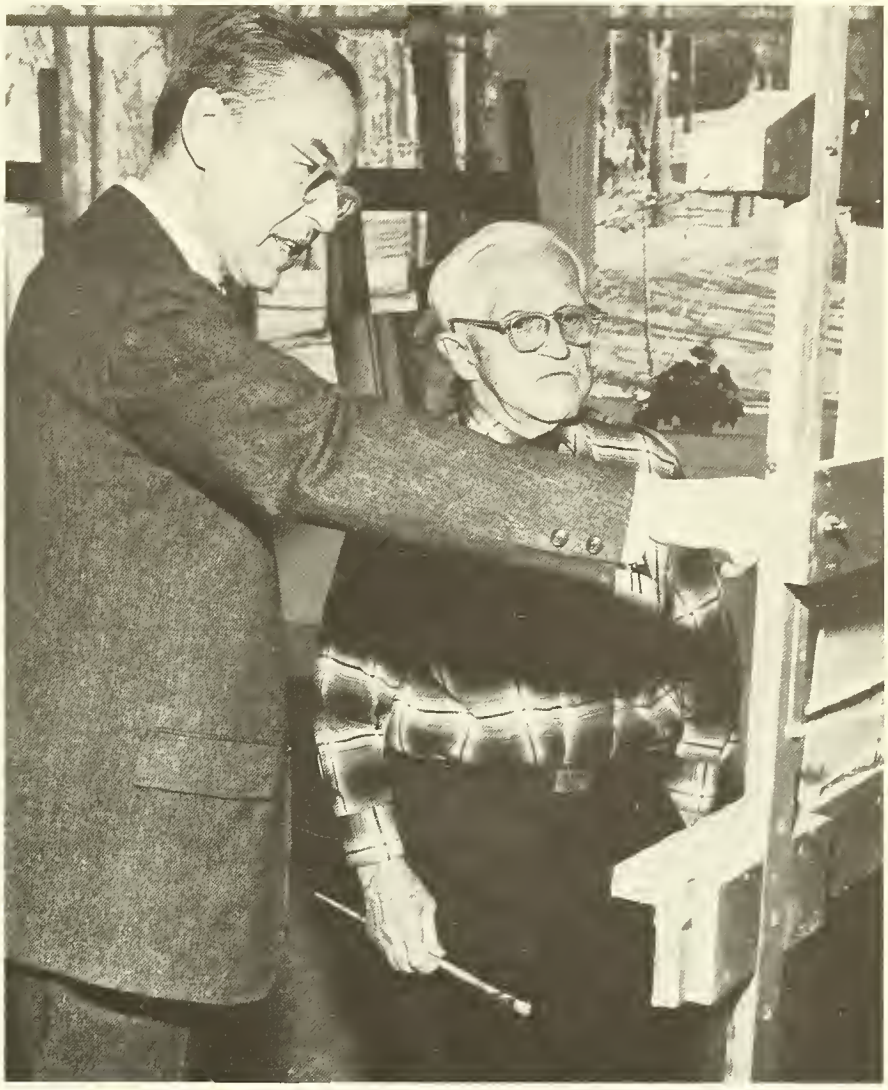
John H. Shott '22

He liked to tell his associates in the alumni office that he was a "part-time editor, part-time executive and part-time evangelist!" And he was a part-time counselor too, and a full-time warm, concerned human who managed to find the time, in addition to a multitude of other

—Turn to inside back cover

The Art of Blanchard Gummo

Collection Honors Distinguished Professor



Prof. Blanchard Gummo, left, reviews work of one of his students, Warren Garman, professor of mechanical engineering emeritus.

SEVERAL years ago a group of alumni and friends of Bucknell established a committee to form a collection of art in honor of Professor Blanchard Stanley Gummo, long a member of the University's Department of Art. By 1968 a purchase fund had been created through individual contributions and one of Professor Gummo's own paintings already acquired, an oil entitled "Down by the Lime Plant."

Since that time, three other works have been added, all of them by Blanchard Gummo: "Still Life With Green Apples," a gift originally by the Central Pennsylvania Art Association; "Bridge at Houserville," a watercolor, and "Farm Buildings Near Greenwich," a gouache, obtained by purchase. These now hang in prominent locations on the campus, awaiting the time when they and Bucknell's other collections can be housed appropriately in a university museum. Works by other outstanding artists will be added as funds permit.

The Committee is pleased to announce that the Gummo Collection has also been named the future recipient by bequest of other important objects. Mr. and Mrs. Paul Auman, of Key West, Florida, have generously willed three pictures by Professor Gummo and a portrait by Frank Duveneck to the Collection. And a donor who wishes to remain anonymous for the present

THE BUCKNELL ALUMNUS, Vol. LV, No. 9, May 7, 1970. Published by Bucknell University, Lewisburg, Pa. 17837. William B. Weist '50, Editor. Photos by Ralph Laird. James E. Pangburn '54, President, The General Alumni Association. Dr. Melvyn B. Woodward '53, Director of Alumni Relations. David W. Hayes, Associate Director. Mrs. Janet Myers, Classnotes Editor.

has designated that the Collection receive a number of fine paintings and other works of art by many prominent American artists, among them John Stuart Curry, Charles Burchfield, John Sloan, Thomas Hart Benton, and Reginald Marsh. These, along with future purchases made possible by income from the endowment fund of the Gummo Collection and other gifts which the Collection might anticipate, will assure a representative and perhaps outstanding selection primarily of American art for Bucknell and provide a valuable opportunity for those living in Central Pennsylvania to become acquainted with original objects directly.

PROFESSOR Gummo, a native of Lock Haven, and a graduate of the School of Fine Arts at Yale University, has been a member of the Bucknell faculty for almost forty years, for most of this time Chairman of the Department of Art. During the course of his distinguished career he has participated in as many as two hundred painting exhibitions, many of national character, and his work has traveled throughout the country in exhibits sponsored by such diverse organizations as the National Federation of Arts and the Pepsi-Cola Company. His pictures hang in private collections and public galleries, including the Pennsylvania Academy of the Fine Arts in Philadelphia. He has been honored by more than twenty one-man shows of his paintings.

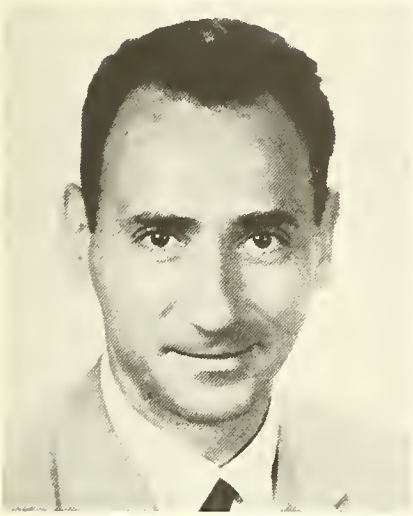
During his decades of service to the University he has been a teacher and often a personal friend to thousands of Bucknellians. The collection which bears his name is part of their tribute to him and to the institution which he continues to serve.

The University acts as trustee for all funds received by the Collection. Tax deductible contributions to the Gummo Collection may be made by check payable to Bucknell University, and marked "For the Gummo Collection."

*Blanchard Gummo's "**Down by the Lime Plant**" (oil), 1935.*

In Defense of Roth

By Dr. Jesse Bier '49



Jesse Bier, who received his M.A. and Ph.D. degrees at Princeton University, is a man of many talents. The author of a critically acclaimed novel, TRIAL AT BANNOCK, *and a prize-winning collection of short stories,* A HOLE IN THE LEAD APRON, *his scholarly appraisal of* THE RISE AND FALL OF AMERICAN HUMOR *appeared in 1968. He is presently at work on a film script, and certainly should qualify as a multi-media man. A former Fulbright Scholar, he is a professor of English at the University of Montana, where he has been a member of the faculty since 1955.*

I SHOULD like to offer a qualified defense of Philip Roth's *Portnoy's Complaint.* I am prompted by Professor James Carens' view (*Bucknell Alumnus,* October 1969), although I do not wish to dispute a single thing Professor Carens said there. It is what he didn't say that urges me forward. The fact that I liked what Professor Carens said, as far as it went, is an extra irony we may add to others in this intramural Bucknell discussion. The central irony is that, for all the undeniable and relentless vulgarism in the currently sensational work, and despite the prior history of Mr. Roth's frequent "moral obtuseness" and narrative banalities, there is a factor that gives the present work a positive and almost transcendant dimension of meaning. And that factor is, in its way, even more sensational than the content of perverted sexuality that has made the book notorious, as it is also more important than the "kvetching" that has disappointed Professor Carens and other critics.

If I mention a "symbolic" level, I hope people will not wince, for I do not mean to abuse the term and subtilize the blatant material of Roth's book out of all recognizability. Still, once we get past the embarrassing, shocking and otherwise extravagant sexual subject matter of *Portnoy's Complaint,* there is a plane of general and highly significant meaning underlying the tawdry goings-on. Portnoy's actual experiences and frame of mind are, abstractly speaking, true for Americans at large: our loving is essentially *self*-centered and functional. Portnoy's whole career represents almost anything at all but a love-story, and therein, for all of the sexual gymnastics and overflowing onanism, lies Roth's basic, reverberating theme. Too many of his countrymen are also fundamentally barred from love.

Everything confessed and described in the book is an extravagant serio-comic view of basic experience in America, as Roth sees it by now: our insulate, self-imprisoning, talky but incommunicative existence, filled with sexual busy-ness

but with a tell-tale lack of human affection and connection. These larger implications in the book allow for all the forlorn lyric cries—and the more than occasional rage, too—that intermittently pierce the novel; they are not simply tonal variations from the outlandish comedy but part and parcel of the work. Even the comedy itself, which Professor Carens rightly sees as mainly one-liner humor and exaggerated self-centered anecdote, is necessarily precious and self-conscious, quite proper to theme and character this once in Roth's writings. Portnoy is precisely a kind of stand-up comedian, always and exquisitely center stage, giving his solo performance before a neutral if not alienated audience: before an alienist, in fact. The self-punishing comic monologue, which is always a psychiatric testimony, illustrates at first a triumphantly wayward but then bitterly unconnected personality. The portrait grows steadily larger than itself because, among other things, it concentrates a national lovelessness in the character. That is one of the reasons that the book, like most recent portrayals of disintegrating Jewish - American families, has impact on the American public at large. It is Portnoy's secret interior relevance finally, not his outer flagrant sexual exploits, that shocks us more fundamentally than any novelistic Kinseyism could.

THE lovelessness or the corrupted love that Roth imputes to Portnoy and to the modern Jewish family in the United States used to be attributed solely to *goyim*. The greatest difference between the two groups—at least, in the traditional Jewish view—was never really religious or ethnic, but psychological or temperamental. Jews were an emotional group, in the best sense, motivated and exercised by a Love whose archetypes were, first, family relatedness and, then, social justice or compassion. Historical victims of hatred and prejudice, they consolidated an ethic of love and held themselves distinct from a hard-hearted and merely functional and status-conscious world of gentiles.* But what happened, especially in the materialistic, self-serving and class-conscious society of the United States, is that instead of the minority's remaining proof against the rest, it was subverted and overcome. Thus all Jewish - American jokes about "My son, the Doctor . . ."—marvelously transmuted to "My son, the Patient" for Portnoy—have come to represent a basic capitulation to ruling mores of WASP status-consciousness. And in Roth's novel, when Portnoy's Jewish mother locks her little boy out from home, she is also modish in the American way and most un-Jewish, having taken certain pragmatic and cynical American ploys insidiously and thoroughly to herself; she has her old cultural stridency yet, but no longer the old resistant values of parental warm-heartedness and the like. We finally see that, in a sense, there is nothing for a Portnoy to go home *to* anymore. His alternatives now effectively bar him from a genuinely human life: on the one side, a confused and decaying family system and corrupted temperament; and on the other, either an absurdly over-idealized WASP world (the blond *shiksas*, Mayor Lindsay, etc.) or stark abasement ("the Monkey," etc.). Either way, he stands to be un-manned or dehumanized, or both. Sexual castration, alienation, obsessive masturbation, episodes of grimly comic and mechanical love play, and, finally, both a literal and psychological impotence are the intense personal experiences that illustrate a general dilemma and malaise.

Professor Carens was exactly right in emphasizing the central place that a previous short story, "Eli the Fanatic," has for Roth and his surrogate, Portnoy: the basic unavailability — and comparative worthlessness — of WASP life in America, but also the unavailability of the old protective and independent minority values. It is a situation leading straight to literal schizophrenia, as for both Eli and Portnoy, in fact. Roth's strength, when he is at his best in the earlier short story or present novel, is to render the cultural predicament in its most intimate manifestation for his central characters. But it is the larger revelation that Roth, together with most of the Jewish novelists of the Sixties, has been striving for all along. The fact that Roth himself has been murky and groping at times—especially in the celebrated novella, "Goodbye, Columbus," where he never decides if he is detailing the hero's refusal simply to be recruited to a successful life or is detailing the heroine's insuperable and final snobbism—is beside the point and ought not be held against him. When he is sharply focused and in firm grasp of his symbolic material, as in "Eli the Fanatic" and especially *Portnoy's Complaint*, he must be judged at the height of his ambitions and in the surest possession of his symbolic material.

Accordingly, he must be placed with what is by now a veritable tradition of Jewish-American literature since WWII. He and his predecessors and colleagues provide a clear general perspective on the collapse of the Jewish family unit and system of values. All of these writers together have been reporting the fact that minority resistance has been overborne or has sold itself out to cultural assimilation; minority groups have lost their own special acculturing importance in America, which was to fortify the individual against false social values at large in the country quite as much as to indoctrinate the individual with the best of democratic national values. The family—especially the minority family, and especially the warm and strongly self-identified Jewish family—has historically been a bulwark against excesses of patent American myths; it has been a social unit operating best when screening out the absurd and dehumanizing from the vital and sustaining values of American society in general. But in contemporary times the minority family has abandoned its resistant and

* *Excepting, perhaps, certain minority groups of kindred temperament: the Italians and Irish particularly.*

critical role, and the tragicomedy that has resulted accounts for the central subject matter of Bernard Malamud, Saul Bellow, Bruce Jay Friedman and others as well as Roth.

IN point of fact, this veritable modern literary tradition exists outside of fiction, too, running back to its first post-war instance in the drama of Arthur Miller. In "Death of a Salesman," and even in "All My Sons" before it, the whole point lay in the subversion of family values and integrity by the spurious shibboleths of broad American society outside of it. The sociological screen had become an open floodgate. Miller always managed to disguise his basically Jewish families as WASP middle American or Brooklyn families, in order to better generalize his own moral system (a variant of old-fashioned honesty and the Puritan work-ethos). But we are no longer deceived by his tactics, as we are no longer buoyed by his idealism, which seems to be a desperate holding action. And since then, particularly in fiction (even Miller's own stories), Jewish writers have written more and more explicitly about the actual and complete breakdown of the putatively strong and independent Jewish family structure,* with no solutions whatever to offer.

Portnoy's break from both his family and his Jewish tradition is signaled most readily, though superficially, by his atheism. His abandonment of piety, however, is less important than his phony morality (his social service work in New York City), since in a real way he is profoundly anti-social. His public organizational morality and his essential disconnection represent the basic triumph of the wrong American ethos over the right but decayed Judaic ethic. In addition, the old orthodox sanctions of sexual love based on self-respect—the body as "temple"—are also lost now, the vacuum filled by mere American functionalism. It is not too much to say that the hernia of young Portnoy symbolically expresses the filling up of interior spaces of the spirit and affections with mere wayward sexual machinery.

But the chief loss has been the loss of an altruistic and true parental love, which should normally foster proper self-love and later normal sexuality, with subsequent marriage and new families. Portnoy's father is impotent in his bowels—that is, in essential self-control or personal autonomy—and of course, considering what the unsatisfied Mrs. Portnoy has become, in his own sexual capacity. For her part, Portnoy's mother not only threatens her son with a carving knife and periodically locks him out of the house and generally weighs upon him in the dominating way of "the Jewish mother," but in her own frustrate and Oedipal fashion she abuses her son in provocative sexual undress and semi-temptations, a sign of the decadence of stern Jewish values or of their utter evaporation. The boy's masturbation is psychic compensation for the weakness and corruption of an identity-giving tradition. The onanism is a two-fold symbol—of a mechanical functionalism displacing normal sexual love, and of an incurable self-centeredness substituted for the psychological power of attachment. All in all, according to Martin Buber's co-ordinates, Portnoy is fixated at "I" and cannot normally develop to "Thou." And, consistently, for all of his later urgencies and wild sexual desperations, Portnoy remains encapsulated in self, never freed in true self-regard, but condemned to tragicomic and intense self-consciousness, unfulfilled in his orgies and obsessions, a mechanical and retarded hypocrite instead of a grown man (son, citizen, lover, husband, etc.). Without having been essentially defined and nurtured by parental love, itself welling out of a sanctioned communal background, Portnoy is vulnerable* to the most dehumanizing psychological ravages of prevailing mores in American society.

In scene from Paramount's film version of "Goodbye, Columbus," Neil Klugman (played by Richard Benjamin, right) explains about Gauguin to a young visitor (Anthony McGowan).

** The next and last testimony of the utter triumph of American functionalism and snobbery and the rest will have to come from the very last sector of resistance and conflict, the Japanese-American family and its environs, if and when the group ever produces Nisei documentary realists.*

** Roth even asks us to consider his hero as crucified, since he stipulates Portnoy's age as 33 and is all along suggesting the frustration of the powers of love in his character. It is an extra inside joke, of course, to contemplate a Christ-like Jewish protagonist, that is, in such a context as Roth presents.*

Portnoy—perhaps Roth himself—is still bourgeois enough to make so much of his irregular practices, which are not really so abnormal in their nature, we all know, but only in the frequency and obsessiveness with which Portnoy pursues them. The fact is that *he* is scandalized somewhat by his life—a fact that makes the book far more middle class, by the way, than truly liberated or shocking or transcendentally pornographic. On a psychological, as well as sociological, level, Portnoy is always and everywhere the object of his own attention, his self-absorption a psychic counterpart to his masturbatory behavior, which he still fundamentally indulges even when he has a sexual partner. In any case, the effect is, remarkably, a series of either vulgar or comic experiences but nothing ever really sensuous. The steady portrayal of outlandish but mere functionalism in sex and of Portnoy's relentless self-consciousness hold the work from any truly sexual episodes, which are a requisite for a really inflammatory book meant to arouse the emotions with genuine excitement. There must be a quantum of sensual passion as a requirement for even lust as well as love. But Portnoy's story never explodes in this fundamentally individual, class-less and liberated way.

Portnoy is locked too deeply in himself, in his own skin. His background condemns him now to such insularity. He is as profoundly cut off, unresponsive, functional and unfeeling, as the ungraced gentiles used to be characterized from within the fold of the older Jewish consciousness. He is even worse off, since some benighted *shiksas*, even like the Monkey, try to fight back into human love or devotion, while the Portnoys of the modern scene heartlessly run out on them.* Portnoy is ultimately more loveless and unremittingly *self*-ish than his allegedly professional West Virginia queen; he is still in the throes of his prostituting and impotent self at the end of the novel, though there is hope for him if he is at the analyst's at all; while his denigrated lover has been humanized enough to threaten suicide for love, at least *needing* love that much now.

In the end, Portnoy's own "complaint" is not a plain "*kvetch*," for it signals lament or lamentation just as much as neurotic whining. The fantasial sex play and masturbatory perversity are an extravagant but apt image for the narcissism to which Portnoy, along with millions of other countrymen of his, is fated. Still, his virtual and representative case history is so filled with a schizoid intensity of love-and-hate, of protective comedy and sharp fury, that there is life yet, excruciating as it is. *Portnoy's Complaint* certainly conveys despair as well as slapstick; much of the novel is a "scream" in the two senses of the word. But neurotic hysteria is better than psychotic withdrawal and betokens hope. At all events, we must get past our alternating repugnance and laughter, past the surfaces of downright and cheap action, to the subtler and sometimes poignant human cry that is a basic undertone of the work and a redeeming symbol of Roth's larger intentions.

Just that conjunction, of unlooked for subtlety together with indecently overt and pre-emptive action, is what certifies the Americanness of the book.* And the profound complaint, the element of old lingering protest against a whole way of living, the sounds of unlikely eloquence balancing off cynical self-deflations and extravagance, are all marks of its vestigial but implicit Jewish nature, quite as much as the contingent setting. Taken together, these strengths, which come to Roth from his linkage to the contemporary Jewish-American literary school, account for the technical virtues and extra dimension in *Portnoy's Complaint*, factors which I feel Professor Carens left out of his discussion.

Practically all that Professor Carens said was indispensable as well as true, but he did not say all the truth. And the whole truth—or the proximate whole truth, at least until we hear perhaps from Philip Roth himself in these pages — is something all of us owe Roth, if only for his audacity . . . plus the fact that he is one of our own, and a man who may be in the very act, in *Portnoy's Complaint*, of transforming himself from prodigal to prophet.

"Right now, *Portnoy's Complaint* is an event. In two years it will be a book."

Philip Roth, as quoted in *Time* (February 21, 1969)

All the major works of Philip Roth '54 are now available in paperbound editions.

* *It is a further commentary that the works of modern Jewish novelists have an even greater appeal now for gentile and WASP audiences than for the Jewish-American public in the country. The former are willing to face certain facts by now while the latter are not quite nerved to discover that what they gave up was more valuable than what they have gained.*

* *That has been the consistent hallmark of diverse writers in American literary history, from Poe to Hemingway.*

THE JANUARY PLAN:

Can Alumni Help This New Educational Program?

Darlene Martin '73 participated in the January Plan as a student in the Experimental College. Scene is on Shikellamy Lookout and Borough of Northumberland is in background. (Photo by Andy Dicker '72)

A NEW program of studies was introduced in January, 1970, and the process of evaluating its effectiveness is now in progress.

"Our January Program is nearly unique," reports Dr. John Tilton '52, associate professor of English and director of the new intersession program of studies. "I say nearly unique, because it is quite difficult to make a valid comparative study of the programs offered by more than 150 colleges and universities in the U. S. Most of these intersession programs are mandatory and many of the voluntary programs tend to be conventional; that is, they offer regular courses, give grades, and, in most instances, provide opportunities for early graduation. By contrast, Bucknell's program is completely voluntary, no grades are given, no course credit is offered, and independent study projects are encouraged. So far as I can determine at this time, the only comparable program is a three-week, voluntary session at Clark University, Worcester, Massachusetts."

Already at work organizing the programs and proposed study projects for the four-week intersession in January, 1971, Dr. Tilton took time from his busy schedule to reflect on the "nearly unique" program offered at Bucknell.

"We are in the process of making a thorough evaluation of this year's program, and my own conclusions at the moment are quite tentative. However, we did have nearly 25 percent participation, about 700 students, and I have been assured by directors of programs at other institutions that this percentage is quite good, especially in view of the fact that the program is voluntary," Dr. Tilton observed.

"I would like to note that interested Alumni can help with next year's program, which is scheduled for January 4 through 29. Dr. John Loughhead '49, Reading Hospital, Dr. Irving Williams '50, Lewisburg, and Attorney A. Thomas Wilson '47, Lewisburg, were just a few Bucknellians who provided work experiences for our students for this year.

For January, 1971, we need Alumni in business, industry, the professions, art museums, government, hospitals, laboratories, and other colleges or universities to help provide meaningful educational experiences beyond the campus," Dr. Tilton emphasized. "January projects can be offered anywhere in the U. S. or overseas, and my list is not exhaustive. Any Bucknellian with an idea or proposal for work experience, research, apprenticeship, social service, or intensive study is invited to share those ideas with me in writing or by a telephone call (717-524-1440). I think we have a real opportunity to make this program attractive to every student, and Alumni can do a great deal to further the educational goals of the University by helping us place students in meaningful educational situations in January," Dr. Tilton stressed.

(Please try to submit ideas or get in touch with Dr. Tilton before June 5 or after September 8. He will be away from the campus for the entire summer. Ideas or proposals will be gladly received up to the middle of October.)

THE undergraduate and graduate students who participated in the first year of the January Program engaged in projects which ranged from an art and music tour of Russia to teaching English to Spanish-speaking inmates at the Federal Penitentiary at Lewisburg, and from teaching deaf children to working in hospitals and mental institutions.

Some students pursued special projects in their major field of study, others worked in areas that are not included in the regular curriculum, but that held a special interest for them, and still others took the opportunity to travel to such places as London, Paris, Zurich, Brussels, Rome, and Mexico City.

Some of the study programs were proposed by faculty members, but most were suggested by students and about half were conducted off campus. The projects were evaluated informally by faculty sponsors

Attorney Franklin L. Kury, a member of the Pennsylvania State Legislature, explains his position on pollution to a seminar on man and his environment conducted by Dr. Richard Nickelsen, seated at right, face partially obscured.

Members of the Experimental College, conducted in the S. A. E. House, hold an informal discussion. In left background, chess players concentrate on strategy. (Photo by John Slowiak '72)

At left, Polly Webber Tyson '72 reviews library research project with Mrs. Sylvester J. Blum, assistant reference librarian. At right, Armen T. Marsoobian '73 works out the menu for the day at the Experimental College with Dr. John Murphy, assistant professor of English.

and the satisfactory completion of a project will be recorded on a student's permanent record.

Emphasis on the small-group character of the projects is indicated by the fact that only 16 of the more than 214 projects carried out included ten or more registrants, and that only two—the tour of Russia and a trip to Rome—included as many as 30 participants.

Other projects included a seminar to discuss man and his environment, a study of Chinese culture, work in a marine biology laboratory, a 19-day cultural-business tour of selected European cities, an introduction to Greek archaeology, work with disadvantaged minorities, an introductory study of the publishing industry, and a study of volcanoes in the Hawaiian Islands.

Also, an intensive study of the Japanese language, study of the history and philosophy of mathematics, a group dynamics-interpersonal relations laboratory, a study of intellectual difference in white and Negro disadvantaged children, social and volunteer work with Spanish-speaking residents of New York City and Philadelphia, and an engineering course in acoustics and soundproofing.

Some students were involved in projects in the Lewisburg area. Two newspapers served as workshops for women interested in careers in journalism, a senior who will be attending law school next fall worked in the office of a Lewisburg lawyer, and another student worked with the Northumberland County Board of Assistance.

Four students who are planning to attend medical school worked at the Evangelical Community Hospital in Lewisburg under the direction of local doctors, and seven others spent two weeks living with low-income families in Union and Snyder Counties as a means of better understanding the problems that confront impoverished families.

Volunteer work projects were conducted at the Laurelton State School and the Selinsgrove State School and Hospital, and four students lived at the Odd Fellows Orphanage in Sunbury during the month, participating in activities there and gaining a closer relationship with the children.

Dr. Joseph Weightman '37, medical director at Bucknell, kneeling at center, was one of several instructors in a project involving four pre-medical students who worked at Evangelical Community Hospital. Stephen Schier '72, left, and Peter Schur '72 are two of the future physicians. Below, Nancy Grden '73 gained journalistic experience as an editorial staffer of the UNION COUNTY JOURNAL.

IN other off-campus projects six students studied recent architecture in metropolitan Boston, and three students lived for three weeks in a French-run boarding house in Quebec and audited classes at Laval University.

Two women majoring in elementary education observed and studied elementary schools in three contrasting socio-economic communities, and another student conducted an independent study of the general structure of government in her small (population 2,500) hometown in upstate New York.

Seven students spent the month of January at Monkey Jungle in Goulds, Florida, one of the finest primate exhibits in the world. Their project involved a field study of the maternal behavior of the squirrel monkey, which normally produces its offspring in January. A three-acre portion of Monkey Jungle is a rain forest simulating the natural habitat of the squirrel monkey in Colombia.

In addition to the five students who worked with Spanish-speaking residents of New York City and

Philadelphia, two others did volunteer work with Mexican families in Corpus Christi, Texas. Mexico City was home base for five women during the month, and in addition to attending the ballet and bullfights and visiting museums and other points of interest, they also attended some classes at the University of Mexico. Ten engineering students traveled throughout the eastern United States for three weeks visiting various civil engineering facilities.

Although only a quarter of the undergraduate student body was involved in formal January Program projects, nearly 60 percent of the faculty served as sponsors or co-sponsors of one or more projects. Students were not charged tuition for the January Program, but did pay extra expenses that were involved in some of the projects, particularly those which were conducted off campus.

"A note on the history of the January term or 4-1-4 scheduling pattern may be instructive," Dr. Tilton noted. "The steering committee of New College in Massachusetts (now Hampshire College) usually is given credit for originating, in 1958, the January Term concept. The faculty of Colby College began discussions of such a program in 1958 and instituted the term in 1962. However, the first operational January Term was held at Florida Presbyterian College in 1961, when that institution first opened," Dr. Tilton noted.

Dr. John W. Tilton '52, associate professor of English, directs the new intersession program of studies.

"The original conception of the January Term at New College was that it should be a shared academic experience for all students and faculty. The emphasis at Florida Presbyterian, Colby, Reed College, and Oberlin College is on independent study. On the other hand, group projects are offered at Redlands University, Colgate University, and Capitol College. A group project, however, is not an ordinary academic course; the method of instruction seldom is restricted to lectures but is more likely to stress group participation by a dozen students," Professor Tilton explained.

As originally planned by the Bucknell faculty, the January Program at Bucknell encouraged independent study and group projects within or outside the student's chosen field of study. The program is unstructured and students can plan their own study projects which are submitted to individual faculty members for approval and sponsorship. The fact that a student participates is recorded on his transcript with a brief note on the project involved.

"This unstructured, choose-for-yourself situation has several consequences," Dr. Tilton noted. "I completed a report on March 9 that reviewed registration in 214 approved projects for 1970 and that included responses to a questionnaire about the program completed by 1,956 of our 2,621 undergraduates. One negative note is sounded by the fact that an alarmingly large number of students badly misconceive the purpose of the January Program. They literally believe that the Program was instituted to allow everyone to do just what one pleases, and this belief is accompanied by the conviction that to do what one pleases is unquestionably of great educational value. For example, one senior who thought his January experience more valuable than the regular-semester experiences wrote: 'I ski-bummed in Vermont. For me this experience was most valuable. I learned things that can't be learned in a classroom, and

The January Program—1971

If you wish to help provide meaningful educational experiences beyond the classroom, please use the following guidelines and send to Dr. John W. Tilton, Director of the January Program, Bucknell University, Lewisburg, Pa. 17837.

1. List projects that you, your firm, or a group with which you are affiliated can provide.

2. Briefly describe these projects, including location and any special demands or qualifications that students may have to meet.

3. List any requests for assistance from Bucknell required to complete arrangements for projects.

You may contact Dr. Tilton by phone (717-524-1440) should you wish more information prior to submitting a project proposal.

to me this is what the January Program is for.' Unfortunately, he is just one of a great number who praise the program for the wrong reasons," Dr. Tilton commented.

But there was a positive side in the evidence of questionnaires, Dr. Tilton noted. "I discovered 78 accounts of educational experience that I consider substantial. None of these was an officially approved project; all were individual ventures of value, and it is worth noting that these students were imaginative and adventuresome: they originated and executed their projects all by themselves. In addition, I have discovered 150 other experiences which I believe merit special recognition because of their intrinsic educational value. However, some standards must be established before we can truly evaluate the merit of many of these projects," Dr. Tilton concluded.

Looking to January, 1971, Dr. Tilton invites Alumni in all fields to help the University by submitting project proposals in which students can gain work experience, do research, study or gain meaningful educational experiences. (A short form has been included to guide respondents.) In short, the success of the program will be determined both on and off campus by the kind of projects all segments of the University devise as its curriculum.

Dr. Hans Veening, associate professor of chemistry, second from right, observes work of, left to right, F. Lee Dutton, Jr. '71, Ira J. Packman '71 and Richard L. Levine '71 as they make preparations for blood urea analysis with Technicon Corporation's AutoAnalyzer. Equipment and aid in instruction were provided by Technicon for Dr. Veening's seminar in January Plan. Richard Zerfing '66, an analytical research chemist with Merck, Sharpe and Dohme, Rahway, N. J., was instrumental in making the arrangements for the special January project. Technicon has loaned an AutoAnalyzer to the chemistry department for one year and this is being used for water pollution analyses.

Harry Wilson, left, a technical staff member of the chemistry department, interprets results of a glucose in blood analysis on AutoAnalyzer, as Paul Williard '72 installs the flow cell in colorimeter module.

THE FACULTY OF LIVING

Students Enroll to Seek Ways of Understanding Rural Poverty

This article on rural poverty and the educational experience provided by one project in the University's January Program is the work of no single author. It was prepared by Dr. William H. Cooper, professor and chairman of the department of economics, with the cooperation of participants in a course labeled "Econ J-70-2, Living in Rural Poverty." These include Deborah A. Carter '73, Pamela S. Craumer '72, Walter E. MacEachern III '71, Susan C. Martell '72, Bonnie L. Sherk '73, E. Niles Wilcox '73, and Hal Cohen, a junior at Rider College. The names of all families involved in the project have been changed.

CONVERSATIONS in the car cease; the Bucknell students are apprehensive as they approach the base of Eagle Mountain, in part, because the roads are of questionable passability, but, more so, because they are about to experience two weeks of living with poverty families whom they are now going to meet. The snow fall continues. A farmer picking up his mail gives directions; we arrive at what might be a snow-drifted lane.

"This is it."

"But where's the house?"

"Up the lane about a quarter of a mile."

"Let's divide the load of sleeping bags, cots, and laundry bags, and see if we can make it to the house."

"It's good that Sue and Bonnie are here to help us."

"Man what drifts. It must be four feet deep."

"Hey, Walt, let's get Pam up again; she's down in another drift."

None can tell where the snow will hold and where we suddenly drop. We crawl along.

The house appears—unpainted, porch amputated, doors tacked over with packing-crate veneer; the yard is cluttered with a snow-covered lawn mower, a rusting furnace (used but not here), a mastless TV antenna, 20 dead cars, and a snowbound outhouse. The view from the front door (either house or outhouse) is Vermont in Pennsylvania.

Inside it's dark; windows are shaded, curtained, and insulated with odd pieces of material. As our eyes adjust, we exchange introductions above a piercing noise level provided by TV and four children (who bounce off the walls from take-offs on ruptured upholstered furniture). This living room is warmed by a coal-fired, space heater. It is the only heated room in the house.

What will life be with this family during the two weeks that Bucknell students live with them? Pam and Walter are voluntary participants in the Bucknell University January Program. Free from scheduled classes for the month of January, they have selected Economics "J-70-2, Living in Rural Poverty" as their project. Following a week of preparation, for two weeks, they will share the food, shelter, chores, inconveniences, and life-style of a low income family located, in the mountains, within a few miles of the campus. Five additional students will be living with other families.

In preparatory groundwork, the project sponsor persuaded these families to accept one or two stu-

dents as temporary members who were anxious to learn about rural life in North-Central Pennsylvania. The families became educators in exchange for board money normally paid to Bucknell, an opportunity for a novel kind of relation, a helping hand, someone to talk with, and an aid to the children with their school work. Poverty was not mentioned in arrangement discussions.

BONNIE and Sue joined nine children, their parents, seven cats, and two dogs in a house that had been built like a log cabin of vintage Andrew Jackson years. Later, a central heating system was added, but, after the first night, the girls called for more blankets from their rooms at the University.

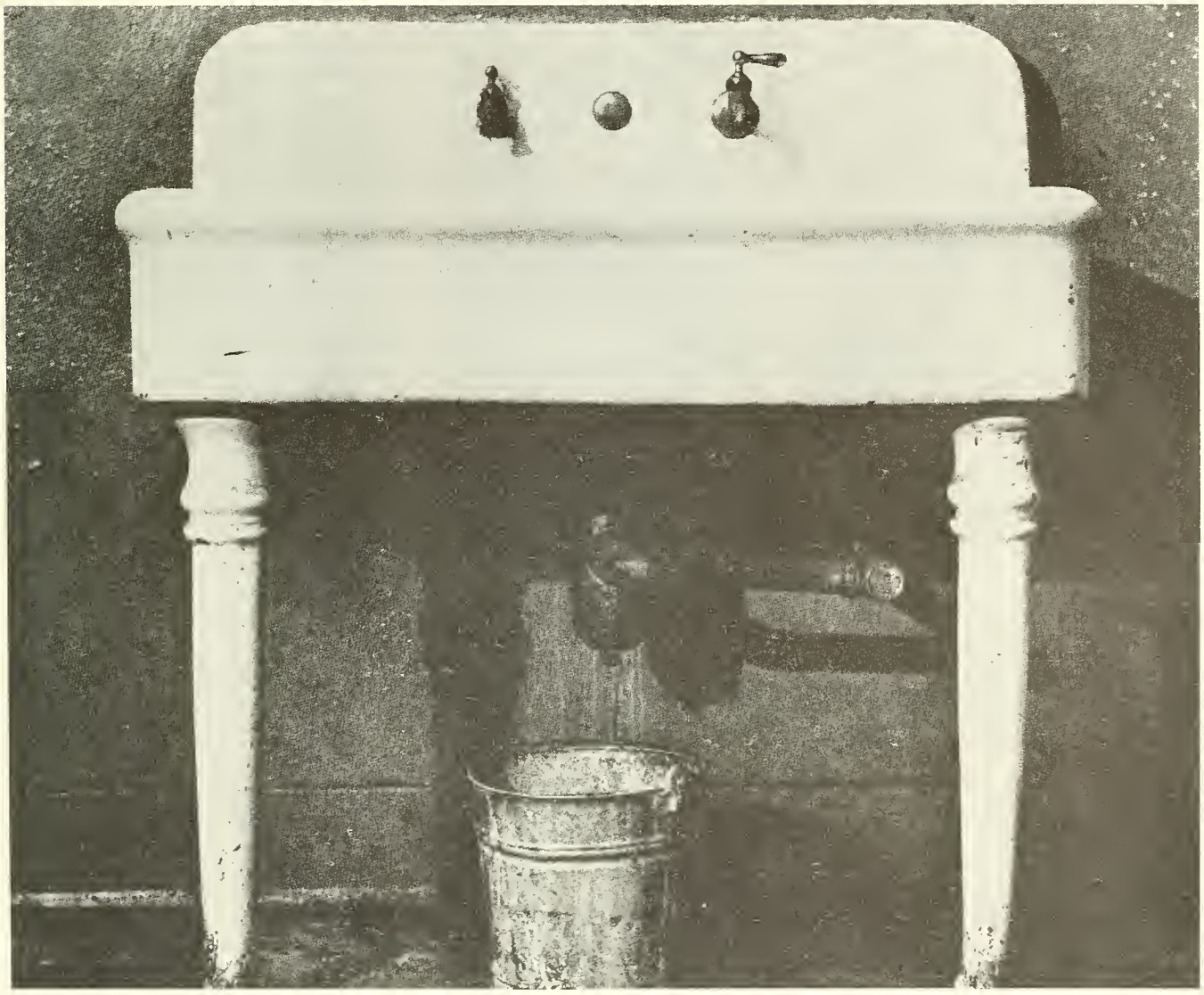
A student moved into a partially built house with one running faucet but no bathroom. The father, who works on the house, is trying to complete it with income earned by raising a few pigs. A few minutes after the student arrived, a neighbor dropped off two 100-lb. bags of coal. At $1.65 per bag, coal costs $33 a ton. Bags are 15c extra for customers who don't provide their own. (Coal in larger quantities is $23 per ton.)

The family that accepted two of the students appears more comfortable in a heated farm house with many taken-for-granted conveniences. The place is vibrating with eight children who don't listen to or accept the leadership of the mother. Father isn't around much because he leaves at 3:00 p. m. for his 30-mile drive to work. He returns between 1:00 a. m. and 3:00 a. m. and begins again at 7:00 a. m. as a helper on farm chores, thereby, fulfilling a partial rent agreement with the owner of the farm house. Their total family income permits supplements from the County Board of Assistance.

"What's life like with these families?"

* * *

"I can honestly say that I know what it *feels* like to be poor. I know what it's like to live in isolation, with little hope of ever getting any farther than 20 miles from home; to be a child whose only associates are his family, never having a playmate my own age; to eat potatoes for dinner every night and be ecstatic at the piece of hard candy



received once a week; to wear a cotton dress and jacket to school in minus 15 degree snowy weather; to forget about studies because the one light in the living room isn't bright enough to see anyway."

* * *

"The children walk around the house in bare feet. Their clothes and hair could use a washing. The younger girl is wearing a pair of panties that are completely brown with dirt."

"Each family's problems are different," one of the Bucknell students observes.

"Couldn't they all use more money?" This is an attempt at a generalized solution.

"Sure they could, and it would help, but it wouldn't resolve their problems."

If their problems are essentially different, how can social planners develop programs that will respond effectively to their needs? This is a problem because social service programs are designed to meet needs that can be made managable through defining the unifying characteristics of similar problems. Classifying people as "hungry" indicates the generalized response of "providing food." If people are "ill," then "medical services" are appropriate. If we are able to perceive common problems, general responses are useful ways to resolve them.

* * *

"You have said that each family's problems are different, and they are, but did you observe any common problems?"

* * *

"Isolation is a common problem. They do not have close neighbors, and all of them are separated from involvement in communities. They depend on cars that don't work."

* * *

"Our family would be delighted to have someone take away the 20 cars that have accumulated around their house. No one wants them. They have owned 60 cars during their married life. The man-of-the-house buys them for about $35, and they break down within a short time."

* * *

"After I was there a few days, they were able to fix an old truck, but before that they depended on some friends who drove over from Mifflinburg."

* * *

A partial response to the isolation problem is public transportation, but the only common carriers in the county are the school buses. Rural low-income families find it a hardship to get to work, to get medical services, to shop, to attend meetings, or to become involved in social life; a regular system of subsidized public transportation is a necessity to bring them into circulation.

Another general condition, observed by the Bucknell students, is a need for increased and more skillful educational guidance counseling.

* * *

"The 10-year-old boy couldn't read his assignment which was 'Write a short story about . . .' He had no idea what the words 'write' and 'short' were. How could he begin to complete the assignment if he couldn't read it? All the children needed work in remedial reading."

* * *

"We asked them why they decided to go to the high school that they were attending; living where they do, they have a choice between two schools, and they chose the one with the poorer reputation. They said that they went to their school because it was the easiest. Can you imagine; we select the best school because it is demanding, and they choose the worst because it isn't. They all take business subjects because they're less difficult."

* * *

"When we visited the guidance counselor at the school, he said with amusement, 'Well I have to spend another hour with those ags' (students from farm homes). He told us that the school was divided between 'ags' and 'town' children, and they are clearly socially separated by their own choice, which may be due to a lack of guidance."

* * *

Education has little real meaning for the children and they find minimal support for academic achievement from either their parents or school counselors; there is a distrust of educated people. If the next generation is to be prepared to relate to the complexities of modern living, then expanded and more appropriate programs of educational guidance are essential.

With one exception, the men in these families were unemployed. The State Employment Service Director assured us that many jobs were open for the unskilled and that training would be provided. Why didn't these men work?

All of the men in these families have farm backgrounds. They milked cows, pitched hay, cultivated tomato plants, and cleaned stables. The kinds of work in which they were engaged changed with the season, as did the intensity of demand for their labors. There was some time for hunting, fishing, and relaxing. Supervision was loose; they worked along with members of their family. Work orders came from their perception of what needed to be done. Conditions were not, however, idyllic. They became accustomed to hard times and low cash incomes. Living conditions were in some ways primitive.

An industrial society makes demands for labor to which they are unable or unwilling to respond. They are closely related to nature and have no desire to divorce themselves from the relationship. Formal education failed to domesticate their traditional wildness. Jimmy invited all of us to visit their home in the Spring "when the locusts are in bloom." Alfred would like us to fish with him in the mountain stream near his home. John likes to wander in the mountains that overshadow their home.

If society insists that these fellows must become productive members, social planners may have to stop trying to train men to fit pres-

ent jobs and begin thinking imaginatively about ways to redesign the work to fit the men. Work can be designed that requires no direct supervision, accommodates an intermittent work schedule, and utilizes a minimum investment in fixed capital; it could be performed in the home. This work might be the production of parts for a larger assembly that takes place in a centralized location, or it could be the entire production of a simple product. Experimental projects and research along these lines could begin to indicate a way to maintain rural America that was lost with the disappearance of the small farm.

As in the cases of physical isolation and educational guidance, it is possible to generalize about the work situation and to develop useful programs in direct response to a perception of the needs. But in the discussions among the Bucknell students, there was a question about the adequacy of the best designed programs to meet the fundamental problems of rural poverty. Discussions with representatives of social service agencies during the program were followed by student doubts about the ability of the agencies to change the situation. There was no question about the good intentions or skill of the social service workers, but there was a feeling that the essential causes of poverty were not met by plans and programs.

THE low-income families all expressed a belief that somehow, in relation to the going society, they hadn't made it; they couldn't connect with it. Sometimes their views took the form of self-doubts about their lives, and, at other times, they found fault with a society that wouldn't receive them. In their expressions, they sought confirmation for both views.

* * *

"Do you think the students will like me?"

* * *

"Why do you think we live like this?"

"Why are we always in debt and never have anything?"

* * *

"Why should Hal (a college student) have to go back to the school for the weekend just because he has a cold? We have colds here."

* * *

"When our son had that accident at school, I spoke to the principal about our insurance, but he never paid any attention to what I said. Shouldn't he have?"

* * *

"The telephone company wants $28 to attach us to the line and it's only 50 feet from the house. Why do they want more from us than they do from other people?"

"The doctors say they can't do anything about the baby. But, they would if it were someone else."

* * *

"The whole family picture would change if John (the father in the household) would go to work. They really have little respect for him. He isn't lazy. He seems anxious to do the jobs around the house—cutting wood, firing the furnace, working on the car, and gardening in the summer. He spends most of his time sitting in his chair at the end of the table."

* * *

"Jimmy performs odd jobs around the town for a number of different people, and they all like him and are anxious to have him work for them. For example, he works for a doctor; he cleans up the yard and paints his offices and some rooms in the doctor's home.

"Everyone in town knows Jimmy. We stopped at a lunch counter for a cup of coffee and all the people who came in said, 'Hello.'

"His wife says that he is too ill to hold a regular job, but he was able to walk four miles to town to work on various odd jobs. That's a tough walk in the weather we had."

* * *

"Alfred thinks of himself as an unemployed metal worker. The metal-working job has a vague existence somewhere in the past. He built his house, and, although he hasn't been able to finish it, and the workmanship is bad, he takes pride in what he has accomplished."

* * *

"John showed us his fingers that were frost-bitten on a street, ice-chipping job that he worked on for the town a few years ago.

"He is really very intelligent. He has thought about so many things, and when we talked or played games, we were impressed by his ability."

* * *

"He and I would dig down in the deep snow to find a part for the truck. We might try three cars to find one part, and, when we did find what he was looking for, it would be a half inch too short and unusable, but Jimmy didn't lose his patience."

WITH these men it is not a question of their being lazy. They are not. Neither is the problem the availability of jobs. Jobs are available. Simplistic responses in the form of training programs are not effective.

For them, accepting work in local industry will mean 40 weekly hours of closely supervised, repetitive tasks in confining locations. The jobs will be 8 daily hours of stuffing the same food into the same cans, repeating the same operation in a shoe manufacturing plant, loading wooden parts and moving them from one operation to the next, or a similar routine activity. In return for their effort, they will receive the minimum wage.

They will seem difficult to supervise because they do not fit into the employers expectations about members of the work force. In fact, it is their resistance to accepting the conditions of membership in the work force that restrains them from employment.

* * *

They haven't developed day-to-day intercourse with society in the ordinary acts of life, and their feeling of impotence is essentially individual. There is a need to respond to their views about their sense of being in a way that will permit them to feel that it is their choice to determine their relations with an achieving society.

Simultaneously, they wonder whether they really want to be like the culturally different "in-people." Their experience with them is not reassuring. For example, a legislator returns to his home base seeking support from his constituency, and he promises to take away all relief payments from individuals who will not accept jobs assigned to them by the government. His statements are not only a frightening experience for families who can't see ways in which they can make it, but these comments develop real doubts among the poor about becoming part of a society that finds satisfaction in threatening its weakest members and supports legislators who do. Poverty families have been rejected, case worker inspected, audited, and objectified into problem things, and they conclude that there exists a poverty of spirit among the affluent which makes the desirability of joining questionable, even if they knew how and where to sign-up.

"They haven't developed day-to-day intercourse with society in the ordinary acts of life, and their feeling of impotence is essentially individual."

PLANNED social programs are not effective in resolving these acceptance-rejection problems, which are not as much problems as they are differences in life-styles, values, and attitudes. Individual efforts to bridge these differences have more chance of succeeding, and some case workers who are able to transcend their professional status-conditioning do make the connection. One of the regional nurses who went sled-riding with the children during a visit was able to establish genuine relations with the family. This relation was achieved at the cost of troubling self-doubts on the part of the nurse about whether her human kindness was an indication of disloyalty to her profession and agency.

Dr. William H. Cooper, Charles P. Vaughan Professor of Economics.

College students, detached from welfare agency commitments, are exceptionally effective in relating to poor families. They are not trying to force any plan or program into the situation; they reach out only to relate. Their idealism is not wholly destroyed, and their integrity has not been fragmented through adopted role behavior. They have the strength to endure hardships; they understand children, as they are not far removed from the experience. Their lack of professional training does lead to some tense and awkward situations, but these are balanced by students' perceptions of families as human beings not unlike themselves, in contrast to cases. Some college students are ideal poverty workers.

Reflecting on the poverty experience led some of the group to wonder whether the efforts of social planners aren't misallocated. Could it be that the ones who really need the assistance are the achieving affluents who are able to live in almost total disregard for nearby families who are cold, whose diets are inadequate; whose children are uncomfortably clothed; and who are assigned to continue this existence through another generation? Why are economically comfortable people so frigid about relating to the poor? Should the social planners send the case workers to the two-car families? Living in rural poverty is a thought-provoking experience for all concerned.

P. S. John has a job. He went to work in a furniture manufacturing plant shortly after the students lived with his large family. When he played checkers, rummy, and parcheesi with them during those cold winter evenings, was he discovering his own potential? It is at least a question that can be asked.

The Varied Worlds of Bucknellians

Mr. Morris D. Hooven '20

Honored Founder

Morris D. Hooven '20, H'58 received the Founders Award of the Institute of Electrical and Electronics Engineers at ceremonies held in March at the New York Hilton. Dr. Lee A. DuBridge was principal speaker at the affair.

The Bucknellian was saluted for his "many years of creative leadership in the advancement of electric power systems engineering, and for contributions in engineering education and in effective uses of water resources."

The Founders Award, whose first recipient was Mr. David Sarnoff, was established in 1952. Its purpose is to recognize outstanding contributions and leadership in the planning and administration of technical developments.

Mr. Hooven's alma mater has recognized his many achievements through the presentation of an honorary doctorate degree in 1958 and the Bucknell University Award of Merit, bestowed last year at the 15th Anniversary Dinner of the Bucknell Engineering Alumni Association which he helped found. Other honors won by Mr. Hooven include an honorary doctor of science degree from the Newark School of Engineering (1957), the University of Prague Anniversary Medal (1957), and the University of Louisville Distinguished Lecture Medallion (1958).

The author of many papers in several fields, Mr. Hooven's first publications on the subjects of "Radio Interference" and "Procedures for Load Forecasting" appeared in 1929. The recipient of a B.S. degree in electrical engineering with magna cum laude honors, class of 1920, he joined the Westinghouse Corporation as a member of its newly formed radio engineering staff and was assigned as a cub engineer to Charles Legoyt Fortescue. He worked on the pioneering broadcast efforts of KDKA in Pittsburgh and, after this station was established, tried radio sales as an agent-jobber but soon returned to engineering. In 1922, Dr. Fortescue sent him to the Public Service Electric Company in Newark, N. J., which was forming a new transmission engineering office. There he has served for 48 years in varied assignments, now being retained by the Public Service Electric and Gas Company and associated electric utilities in New Jersey as consulting engineer on problems concerned with the development of natural resources.

Mr. Hooven has served the nation as a member of the federal government's Radio Advisory Committee, Power Policy Committee, and National Defense Power Committee. His professional society activities have involved multiple leadership roles in the American Institute of Electrical Engineers, the Institute of Radio Engineers, the Edison Electric Institute and the Engineers Council for Professional Development. Long a leader for unity in the profession of engineering, he served for 13 years as a member of the ECPD, becoming its president in 1957. In this field he has been an advocate of the position that world culture will be served best by intensive technological training of the best minds available, with insistence on a sound background in liberal arts.

Two of Mr. Hooven's three children are Bucknellians, Barbara '50 and Daniel '60. He also has eight grandchildren. Mr. Hooven resides at 21 Claridge Court, Montclair, New Jersey.

Outstanding Bucknellians

Sixteen Bucknellians have been included in current editions of *Outstanding Young Women of America* and *Outstanding Young Men of America*. These young men and women, all under the age of 36, have been honored for their outstanding accomplishments in community service, in religious and political activities, and in professional endeavors.

The notable young women so honored include Bonnie Maureen Cullen '64, Mrs. Joseph Smrcka (Carolyn Mae Meyer '57), Pamela Ann Moorman '64, Anna Marie Pakoskey '57, Mrs. Walter J. Stahura,

Jr. (Wilma Ann Rilling '59), Mrs. Jack C. Moore (Nancy Ann Spence '60) and Mrs. Gerald R. West (Jean Kay Sutherin '57).

Miss Cullen is presently serving as radio and TV broadcast manager for Scali, McCabe, Sloves in New York City. Prior to assuming this post she was radio and TV traffic manager with Carl Ally, Inc., and has been associated with the advertising field since receiving her A.B. degree from Bucknell.

Mrs. Smrcka is a free-lance writer whose work appears in *McCall's* and *Family Circle* magazines, and the author of a children's sewing book published by Harcourt, Brace and World. The mother of three sons, Callie received her A.B. degree in English with *cum laude* honors from Bucknell.

Miss Moorman is presently serving as staff psychologist at Grafton State Hospital, North Grafton, Mass. She is responsible for having established a research department at the hospital in areas of retardation, gerontology, and schizophrenia. She is president and staff psychologist of the Counseling Services, of which she is the clinic owner. She received her A.B. degree in psychology from Bucknell and is presently a candidate for her M.A. degree in psychology at Assumption College.

Miss Pakoskey, who received her B.S. degree in biology from Bucknell, is serving as a research scientist with the United States Naval Air Facility at Johnsville, Pa., and her work is primarily concerned with the field of cancer research. She has been affiliated with the cancer research department at the University of Pennsylvania and has worked with world renowned cancer authorities. She is the author or co-author of more than a dozen articles in her chosen field.

Mrs. Stahura is presently serving as fashion coordinator for Montgomery Ward, with headquarters in New York City. She has been associated with the world of fashion (including television productions and researching, analyzing and projecting fashion trends) since her graduation from Bucknell, when she received her B.S. degree in business administration.

Mrs. Moore, whose husband, Jack, graduated from Bucknell in 1961, is presently serving as a member of the editorial staff of *The Free Lance-Star*, a daily newspaper in Fredericksburg, Va. Nancy worked as a chemist and as a teacher of chemistry before entering her new career. She has been active in the affairs of the AAUW in her home area and was nominated for the outstanding award by that organization. The Moores are the parents of one son.

Mrs. West was nominated by the Alpha Phi sorority for "past service to the sorority, the community, and the medical profession." She is presently serving as chief laboratory technologist for the Evanston Hospital, Evanston, Ill. Jean attended Bucknell for three years and received her B.S. degree from St. Louis University and her medical technology training at the York, Pa., Hospital. She has one daughter, Leslie, 12. Her husband died in 1960.

The nine Bucknell men nominated for honors include Kenneth R. Cole, Jr. '59, Major William W. Eversmann, Jr. (M.D.) '59, Ralph C. Hemecker '54, Charles P. Jones '57, Joseph F. Scinto '54, G. Mathis Sleeper '55, Thomas C. White '56, John E. Williams, Jr. '60, and Corbin A. Wyant '58.

Mr. Cole was active in the presidential campaign of Richard M. Nixon and is now serving as a special assistant to the president. Prior to appointment to the White House staff, he was an account representative with J. Walter Thompson Company in New York City. He received his B.S. degree in business administration from Bucknell and is a member of the Sigma Alpha Epsilon fraternity. Ken has been elected a vice president of the Bucknell Alumni Chapter of Washington, D. C. He resides with his wife, the former Marilyn Slifer, and two daughters in Bethesda, Md.

A physician, Major Eversmann received his B.S. degree in biology and is a member of the Phi Gamma Delta fraternity. He received his M.D. degree from the University of Pittsburgh Medical School in 1963. He is a specialist in orthopedic surgery and has served as a member of the highly specialized medical team supporting the Apollo Space Missions. He served as chief of the Department of Surgery and Orthopedic Surgery at Hunter Army Airfield in Savannah, Ga., prior to his present assignment as a fellow in the hand surgery section at Walter Reed General Hospital. He recently became a diplomate of the American Board of Orthopedic Surgery. Mrs. Eversmann is the former Mary Louise Locke. The Eversmanns have two children and reside in Rockville, Md.

Mr. Hemecker received a B.S. degree and after completing his active military service with the reserve rank of Major, joined Allied Chemical Corporation in marketing research. He became a marketing development specialist through his employment with American Cyanamid, W. R. Grace and Company, J. C. Patterson, and Atlas Chemicals Industries. He is now serving as Food Industry Manager of the Industrial Products Division of Anheuser-Busch, Inc. and is responsible for planning and marketing operations of products for the baking and associated industries. Mrs. Hemecker is the former Tozia Beckley '57. The Hemeckers have three children and live in Denver, Colo.

Mr. Jones is president of his own firm, Extracorporal and Medical Specialities Company, which develops, manufactures and distributes heart-lung, and artificial kidney machines and other medical equipment. Prior to starting his own company, he was an artificial organs specialist with Baxter Laboratories, Inc., and trained physicians and hospital personnel in the use of many of the man-made, life-saving artificial devices being developed. He received his B.S. degree in commerce and finance and is a member of the Phi Gamma Delta fraternity. He and his family reside in Bolton, Vt.

Attorney Scinto received his B.S. degree in chemical engineering and

is a member of the Theta Chi fraternity. He received his LL.B. degree with *cum laude* honors from St. John's University Law School in 1961 and his LL.M. from Harvard in 1962. Prior to earning his law degree, he worked as a chemical engineer, including six months in India as a project engineer. He is presently serving as assistant counsel for the New York State Department of Commerce in Albany, N. Y. He and his wife have four daughters and live in Delmar, N. Y.

Mr. Sleeper, former editor of the *New Jersey Mirror* and of the *Burlington County Herald,* is presently serving as director of the Department of Economic Development in Burlington County, New Jersey, and as president of the New Jersey Industrial Development Association. He received his A.B. degree from Bucknell and is a member of the Sigma Chi fraternity.

A chemical engineering graduate of Bucknell and a member of the Sigma Phi Epsilon fraternity, Mr. White is presently serving as director of public information for the American Federation of Information Processing Societies. He is the author of "The Chemical Engineer in Advertising" and has served in public relations and advertising capacities for the past ten years.

A civil engineering graduate of Bucknell, Mr. Williams has been involved with the Space Program since leaving Bucknell, and is presently head of the Apollo Guidance Program Section, National Aeronautics and Space Administration's Manned Spacecraft Center, Houston, Texas. He has been on the NASA engineering staff since 1965. His wife is the former Anne E. Campbell '60 and they are the parents of two children.

Co-publisher and general manager of the *Daily Leader-Times* in Kittanning, Pa., Mr. Wyant is active in civic affairs and a leader in an effective movement to assist youth of the local area in solving their problems and in counteracting youth delinquency. He received a B.A. degree and is a member of the Phi Gamma Delta fraternity. He and his wife have two children.

Dr. K. Fred Mauger '53 was nominated in April by Gov. Raymond Shafer as a member of the Pennsylvania State Board of Education.

Innovative English

An innovative high school English program has drawn praise for the Bellefonte (Pa.) School District and its superintendent, Dr. K. Fred Mauger '53. The program has been selected as an outstanding example by the U. S. Office of Education and will be included in the annual Title III report to Congress.

The new program, aided by Title III funds, has radically changed traditional teaching methods. It is under the direction of M. Richard Wolford, principal at the high school whose wife is the former Dorothy M. Fairchild '50. The school has 900 students including 200 voc tech students.

As described in *Pennsylvania Education,* the new program (now in its second year) offers in place of English 10, 11 and 12 a selection of some 60 courses geared to English requirements. At a semester's beginning, students choose individually the courses they would like to study. They can pick from such topics as radio-television journalism, Shakespeare, logic, semantics, literature of the adolescent years, speech, contemporary novels, research writing and literature of the American West.

Not all 60 courses are actually taught. Students must list alternatives. The most frequently chosen —nearly 40 courses—are listed on the official program. Each course lasts six weeks, and a student must take at least three courses per semester. Some elect to take more. The one rule is that all students must take, sometime during their three years in senior high school, at least one writing, one reading, and one speaking course.

Superintendent Mauger, who received his D.Ed. degree at Penn State in 1965, observed: "It has not been easy for members of the English department to erase teaching habits developed over many years and adapt new methods, new procedures, new ideas and mold them into a refreshing, extensive and wonderful experience.

"The students of the Bellefonte Area High School have accepted the new program very rapidly and for the most part are pleased with the results."

Dr. Mauger, who is serving presently as chief of staff of the Pennsylvania National Guard, is married to the former Mary Ann Shimer '50.

School Administrator

James R. Delaney '62 received appointment in February as assistant principal of Teaneck (N. J.) High School. Jim is working in the area of budget, scheduling and discipline in a school with a student body of about 2,200 pupils.

A teacher of biology at Teaneck for eight years, Jim received his M.A. degree in administration from Montclair College and has done additional graduate study. He was a member of Phi Kappa Psi fraternity at Bucknell, served as president of the C.A., and was elected to several honorary societies. He is the immediate past president of the Teaneck Teachers Association and serves as Ruling Elder in the North Haledon Presbyterian Church.

Jim is married to the former Dorothy Baird and they are parents of a daughter, Nancy, age 2. The Delaneys reside at 1020 Belmont Avenue, North Haledon, N. J. 07508.

Mr. William E. Robertson '38

Consulting Firm

Communications Marketing, Inc. has been formed as a marketing and management consulting firm to provide key industries with continuing intelligence on the American consumer. Its chairman and chief executive officer is William E. Robertson '38, former Associate Publishing Director of *U. S. News & World Report.*

"One of the basic purposes in our primary area of operation is to collect, analyze and communicate meaningful market data to business management," said Mr. Robertson. "While computer-oriented, our major emphasis will be on sound input, well-planned software, and output that will provide data useful in the decision making process. Each project will be carried out on an industry-wide basis and in cooperation with the trade associations as well as individual companies."

Headquarters for the new firm are at 2100 M Street, N. W., Washington, D. C.

A member of the advertising staff of *Harper's* before joining "U. S. News" in 1950 as director of research and marketing, Bill is an active member of the Bison Club and is a charter member of William Bucknell Associates. He and his wife Dorothy are parents of three children. The Robertsons reside at 7111 Laverock Lane, Bethesda, Maryland.

College Trustee

Roy P. Mathias '39 has been elected as a member of the Alderson-Broaddus College Board of Trustees. The term is for three years.

Mr. Mathias is treasurer and cofounder, with his brothers Jay '35 and Earl '39, of the JPM Company, Lewisburg, manufacturers of electronic components for sound reproduction and data processing industries. Recently the company, independently owned by the Mathias family, became a subsidiary of Harvard Industries, Inc.

President Richard E. Shearer of Alderson-Broaddus said, "Mr. Mathias' acceptance of the board's election brings to the college a man of established ability in financial counseling and one devoted to Christian higher education. We are fortunate indeed to have him become a member of the board."

During World War II Roy was a Lieutenant Commander in the United States Navy. He has been prominent in community and church activities. At present he is a member of the board of directors of the Union National Bank in Lewisburg.

When the First Baptist Church of Lewisburg was reconstructed a few years ago, Mr. Mathias headed the successful financial campaign. He has been a deacon and also chairman of the finance and music committees, among varied church responsibilities.

Alderson-Broaddus College, located in Philippi, W. Va., about 100 miles south of Pittsburgh, is a Baptist-related college, and has had long and close relationships with Bucknell. At present, Bucknell provides certain administrative counsel to Alderson-Broaddus.

The college, coeducational and residential, has an enrollment of 1,000 students, one-third of them Pennsylvanians. It is fully accredited by the North Central Association and is noted for its programs for independent and off-campus study and for several para-medical programs related to liberal arts and sciences. Its graduates are in demand for teaching positions throughout the country.

Mr. Mathias is the son of Mrs. Margaret Mathias '08, St. Louis St., Lewisburg, and the late Rev. John H. Mathias '09, a Baptist minister. Mrs. Mathias is the former Jane Southwick. They have three children, Roger, Richard and Deborah, and one grandchild Tammy Lynn, born in January.

Contemporary Author

Professor Carl L. Moore '43, professor of accounting at Lehigh University, has been listed in the most recent edition of "Contemporary Authors."

With Professor Robert K. Jaedicke, of Stanford University, Professor Moore has written two editions of the book *Managerial Accounting*, published by South-Western Publishing Co. This book has been published in England by Edward Arnold, Ltd. A portion of the book has been translated into Japanese, and a Portuguese translation of the book is currently being distributed in Brazil.

Currently on leave of absence from Lehigh, Professor Moore is working on a third edition of *Managerial Accounting* and is writing a book for Prentice-Hall intended for businessmen and others responsible for the financial management of any type of enterprise.

Dr. Carl L. Moore '43

Born in Pittsburgh, Pa., he received the M.A. in accounting from the University of Pittsburgh. He became a certified public accountant in Pennsylvania in 1952. Professor Moore taught at Lehigh from 1948 to 1951, rejoining the University faculty in 1953. He was assistant to the dean of Lehigh's School of Business and Economics from 1957 to 1960, and in 1963 was named full professor.

His wife, Ruth Nulton Moore '44, is the author of two novels and several short stories for children. She was the subject of a story in the July, 1968 issue of the *Alumnus*. The Moores are the parents of two sons.

Mr. John H. McFadden '53

Vice President

Modern Tool & Die Company has announced the appointment of John V. McFadden '53, Esq. to the post of vice president, corporate planning and development. John is currently on the Board of Directors of the company and also serves on the boards of Columbia Manufacturing Company, Westfield, Massachusetts; Midwest Industries, Willard, Ohio; and Modern Line Products, Indianola, Mississippi.

Modern Tool & Die Company was formed in 1932. It has developed into the nation's leader in production of power lawn mowers and among the leaders in producing compact tractors, rotary tillers, snow throwers, wheelbarrows, bicycles, velocipedes and wagons. They are also a major supplier of stampings to the automotive industry, employing more than 3,000 people.

A member of Delta Upsilon fraternity at Bucknell, John received his LL.B. degree in 1960 from the Detroit University College of Law. He and his wife Marie are parents of two sons and a daughter. The McFaddens reside at 20740 Valley Forge Drive, Fairview Park, Ohio 44126.

Danforth Associate

Professor Russel E. Brown '47, M.A. '50, of Lenoir Rhyne College, Hickory, N. C., has been named a Danforth Foundation Associate.

A member of the Lenoir Rhyne faculty since 1950, he received his Ph.D. degree from the University of Chicago in 1954. He is married to the former Shirley Higgins '43.

The Danforth Foundation program seeks to recognize and encourage good teaching, with an emphasis on the role of the teacher-scholar. The program's stress is on the improvement of student-faculty relationships through the common exploration of the crucial problems of our age, and the relevance of one's faith toward the solution of these problems.

The Brown family resides at Route 5, Box 40, Hickory, N. C.

Law School Dean

James P. Whyte Jr. '43, a Lewisburg High School alumnus, has been named dean of the Marshall-Wythe School of Law at the College of William and Mary. He is the son of James P. Whyte, deceased, a long-time Bucknell professor of public speaking, and Mrs. Whyte, also deceased.

The new dean is an alumnus of the University of Colorado Law School and also holds a master of arts degree from Syracuse University. In 1968 he was elected to the Bucknell chapter of Phi Beta Kappa.

Dean James P. Whyte, Jr. '43

Dean Whyte has been a member of the William and Mary Law School faculty for the past 12 years, and acting dean during the past year. He is well-known as a judge in the field of labor law and is a specialist in constitutional and criminal law as well as appellate practice.

Dean and Mrs. Whyte are the parents of three sons. The family resides at 1109 Jamestown Road, Williamsburg, Va.

New Firm

Donald M. Smith '51 and a colleague have formed a new advertising agency, Tandem, Incorporated, located in Gateway Towers, Pittsburgh, Pennsylvania 15222. They started with three clients the first of the year and seem well on their way to success, having added three more in the first months of operation.

Don previously served as account executive at Erwin Wasey, Inc., in Pittsburgh, and as advertising and sales promotion manager of The General Fireproofing Company in Youngstown, Ohio.

He is married to the former Dorothy J. Carringer '51. With their three children—Gwen, 13; Barbara, 12; and Richie, 7—they live at 9362 Timber Trail in Pittsburgh's North Hills.

AROUND CAMPUS

Memorial Fund

The family of William H. Miller '69 have announced the establishment of a memorial fund in honor of their son. William was the victim of a tragic accident that occurred near Villanova University in March. His widow is the former Ellen L. Goodpasture '70.

The purpose of the fund is to provide an award for the department of mathematics to recognize scholastic distinction in this area of study and to promote wider student interest in mathematics.

Alumni, parents, and friends who wish to make contributions may do so by making checks payable to Bucknell University and designating the William H. Miller Memorial Fund as recipient of the funds. Checks may be sent to Mr. Donald Young, Treasurer, Bucknell University, Lewisburg, Pa. 17837.

Book on Learning

The McGraw-Hill Book Company has published *Human Learning* by Dr. Wendell I. Smith '46, chairman, department of psychology, Bucknell University, and Dr. Nicholas L. Rohrman, professor of psychology, Florida State University. The book is the fourth in the El Pro Series for introductory psychology under the general editorship of Dr. Richard C. Teevan, chairman, department of psychology, State University of New York at Albany. Both Drs. Rohrman and Teevan are former members of the Bucknell faculty.

Human Learning is concerned with such familiar activities as learning language, solving problems, learning by rote, acquiring concepts, and forgetting.

B. U. Publications

Nine scholarly books and the first four monographs in the Irish Writers Series are on the publications list of the Bucknell University Press.

"We have been moving, during the past year, to establish a list of deserving publications," Editor James F. Carens observed. Dr. Carens is associate professor of English at Bucknell. "The release of a dozen publications next autumn indicates some real measure of success for our efforts in behalf of the revitalized University Press."

Among the first nine books to be published by the Press is a translation of Thomas G. Masaryk's *Humanistic Ideals*. The translation is the work of Dr. W. Preston Warren, professor of philosophy and member of the faculty since 1945, who has also provided an introduction to the work and to Masaryk's philosophy. *Humanistic Ideals,* the popular manifesto by the founder and first president of Czechoslovakia, contains a preface by former Vice President Hubert H. Humphrey H'68.

Included among the initial offerings are *Murphy's Bed*, by Sighle Kennedy, a study of Nobel Prize author Samuel Beckett's first novel, written under the direction of his nominator, W. Y. Tindall, Columbia University; *Sexual Repression in Victorian Literature,* by Russell Goldfarb, a Freudian study of the English Victorians; *Alberti's Della famiglia,* a translation of a Renaissance vernacular work by a Rutgers' scholar, Guido Guarino; and *Art and Existence,* by Eugene Kaelin, a critical approach to aesthetics from a phenomenological point of view.

Two introductory works by English critic Lawrence Brander, *Aldous Huxley* and *E. M. Forster,* are a co-publishing venture with Rupert Hart-Davis, London. The other works are G. B. Saul's *Introduction to Traditional Irish Literature and Its Backgrounds,* a revised edition of an earlier work by the noted bibliographer; and a translation of Maurice Pollet's *John Skelton,* a distinguished French scholar's study of the Renaissance poet.

Thirty-three short monographs in the Irish Writers Series have been assigned and planned to date. The initial publications in this series include *Sean O'Casey,* by Bernard Benstock, author of works on Joyce and O'Casey; *J. C. Mangan,* by James Kilroy, editor of Mangan's *Autobiography; W. R. Rodgers,* by Darcy O'Brien, author of a recent book on Joyce; and *Standish O'Grady,* by Phillip Marcus, author of a new book on Yeats. The series, which will include about 60 short monographs when completed, has already received praise as a publishing venture from scholars in the U. S. and from abroad.

The Press is also announcing at this time forthcoming books which will include a study of Shaker music by the late Professor Harold Cook; another work by T. G. Masaryk, *The New Europe,* with an introduction by Dr. Otakar Odlozilik; a translation of a study of James Joyce by the Italian scholar Stelio Crise, to be published with an introduction by John Dos Passos, for promotion in conjunction with the Joyce Symposium to be held in Trieste; and a study of the philosophy of David Hume by Professor George Stern, Australian National University.

Bucknell University Press publications will be available in early autumn and may be purchased through the Bucknell University Bookstore.

Nine members of the faculty serve on the Editorial Board of the Press. These include Professors Owen T. Anderson, Mills F. Edgerton, Harry R. Garvin, F. David Martin, Warren T. Morrill, Richard P. Nickelsen, Wendell I. Smith '46, James H. Turnure, and John S. Wheatcroft '49. Mr. George M. Jenks, librarian, and Dr. Lester Kieft, acting provost, are ex officio members of the board. Mr. William B. Weist '50 is Managing Editor of the Press.

New A. B. Program

The faculty of the College of Arts and Sciences has approved extensive changes in the bachelor of arts degree. These changes will be effective September, 1970, and pertain primarily to the first two years of undergraduate study.

Under the new program, Dean Leon Pacala explained, no single course or set of courses will be required of all students. In place of required courses, and in addition to the major, two sets of conditions will structure undergraduate programs. First of all, every student must take at least two courses in natural science, two in social science and four in humanities, and these must be completed by the end of the fourth semester of study. In addition, students must assume the responsibility of planning their program according to a set of educational objectives which the faculty has entitled "Distributional Guidelines." These guidelines are broadly stated objectives, pertaining to a body of knowledge, a mode of inquiry, a skill, or appreciation which are considered by the faculty as significant ingredients of a liberal education. Since the guidelines do not represent course requirements, the student, in conjunction with his academic adviser, will be required in the new program to interpret each guideline according to his own educational background, interests, and objectives, and to devise a program which will represent the manner in which he will seek to realize the educational intent of the guidelines. The change from distributional requirements to distributional guidelines, Dean Pacala said, reflects a commonly held agreement that there are many ways whereby a liberal education can be gained, and that, conversely, no single way will insure a liberal education for all students.

Dr. Leon Pacala, dean of the College of Arts and Sciences, reviews changes in the bachelor of arts degree program with Valerie Kiernan '72. Changes will become effective for the 1970-71 academic year.

The new program will also permit greater individualization of programs than possible in the former system. Students will be able to plan their programs in ways which will more effectively utilize previous education, intellectual interests, and educational and professional goals.

"What the faculty of Arts and Sciences sought," Dean Pacala observed, "are more flexible means of fulfilling what may be a special need of the current student generation. It is rather clear that this generation of students profits most from those situations or programs which allow participants considerable opportunity for self determination. Much of today's student insistence upon relevance can be understood as their desire to increasingly share in those decisions and matters which affect them and their future. This general disposition of students has considerable consequences or implications for higher education, especially liberal education. One might argue that in liberal education the effectiveness of formal programs of study may be geared to the degree to which students are given opportunities to plan programs which reflect their own individual backgrounds, needs, and interests. The new distribution program will serve this student interest to a more effective degree than former programs, and to this extent, may well provide a setting for increasingly effective and relevant study in liberal arts," he concluded.

Since much of the stress of the new program will be upon self-

determination and individual decision making, students will not only be required to make more personal choices in the planning of their educational programs, but the cultivation of this capacity for self determination will become a more explicit object of the undergraduate curriculum. To assist students in this venture, academic advising will be given added significance and will be supported by a curricular innovation, Freshman-Adviser Seminars. The seminars will introduce students to the special academic disciplines, indicating the presuppositions, methods and kinds of questions each asks and the ways it seeks answers. In addition, seminar instructors will serve as faculty advisers to the students who are enrolled in these seminars.

An insert to the University Catalog has been prepared and details provisions of the new program.

Mr. Carl J. Geiser '27, M.S.'43, purchasing agent of the University, will retire at the end of the current academic year. Carl has served as purchasing agent since 1949. He and Mrs. Geiser plan an extensive tour through the West after he ends his duties in the business office on June 30.

Professors Emeritus

William I. Miller '26, professor of mathematics, and Donald E. Wagner '27, assistant professor of civil engineering, will retire from the Bucknell University faculty following commencement in June. Both will receive emeritus standing.

The veteran teachers are Bucknell alumni and have served the University for a total of 47 years.

After receiving both the bachelor's and master's degrees at Bucknell, Professor Miller entered the University of Pittsburgh as a graduate assistant and while teaching there earned a Ph.D. degree. For a decade preceding his appointment in 1936 to the staff of the former Bucknell Junior College in Wilkes-Barre (now Wilkes College), Professor Miller was an instructor and then assistant professor in the University of Pittsburgh's mathematics department.

He was named to a full professorship at Bucknell in 1953 and served the department of mathematics as chairman from 1955 to 1967.

In recognition of his ability in the educational field he was elected to several national scholarship organizations including the American Mathematical Society, the Mathematical Association of America, Sigma Xi (honorary science fraternity), and Pi Mu Epsilon (honorary mathematics fraternity).

Following his graduation from Bucknell in 1927 with the bachelor of science degree in electrical engineering, Professor Wagner worked as a professional engineer in industry and with the Pennsylvania Railroad. In 1932 his alma mater awarded him the professional degree of electrical engineer.

He was a member of the Pennsylvania State Police for 20 years prior to joining the Bucknell faculty. He enlisted as a private in 1933, retiring in 1956 with the rank of captain at the post of state police communications officer.

In recent years he has been communications officer for the Pennsylvania State Council of Civil Defense and adviser to the Pennsylvania Association of Chiefs of Police. Boy Scout work is one of his outside interests and he holds the Scoutmaster's Key, and the Silver Beaver, Scouting's highest award.

Award Winner

Peter B. Macky '70 has been designated the top winner in the 1970 James A. Finnegan Fellowship Foundation and will serve a six-weeks internship in some governmental or political office in Harrisburg at a weekly salary of $125 paid by the foundation.

The awards have been made each year since 1960 in memory of the late James A. Finnegan, a former Secretary of the Commonwealth. Mr. Finnegan, who died in 1958, was campaign manager for Adlai Stevenson in 1956 and was a former president of the Philadelphia City Council. These awards are designed to encourage outstanding college students to consider career service in government or politics.

A son of Mr. and Mrs. Walter B. Macky, of 441 Kirk Lane, Media, he is a graduate of Penncraft High School, and majored in political science at Bucknell. In January he was elected to membership in Omicron Delta Kappa, a national honorary leadership society for men, and is also a member of Pi Sigma Alpha, national political science honorary society. He spent the 1968-69 fall semester as a student at American University, Washington, D. C., under Bucknell's Washington semester program.

Peter served during his senior year as president of the John Marshall Club, secretary of his dorm council, sports editor of *L'Agenda*, on the class of 1970 Gift Committee, and on the editorial board of *The Bucknellian*. He plans to attend law school next year.

Eulogy for John H. Shott '22

(Continued from inside Front Cover)

responsibilities, to write to alumni, husbands, wives, parents, or children on the death of an alumnus or on an occasion for congratulations.

ONE such letter contains a paragraph in which Buck's words about another might well be applied to him. In a letter he wrote to Sally Spencer Hurwitz upon the death of her mother in May of 1968, he said—and I change only the pronouns so that the quotation may apply to him—"He embodied all that he hoped for in others—dedication, loyalty, integrity, uncompromising quality . . . We can only hope," he wrote, "in the immediate sorrow, that all of us gain sincere consolation in the knowledge that he was one of those great people whose influence breaks the boundaries of time."

Although it was his responsibility to service the needs of 20,000 alumni, they were never just names or files or numbers to Buck. Each was an individual. As his associates will attest, he emphasized the *human* side of alumni relations. One of his young colleagues, impatient with an alumnus who had failed to produce on an assignment for an alumni club, remembers that he was gently chastised by Buck when he wanted to "tell that guy off" and Buck responded by reminding him that alumni are individual volunteers who can only be led to serve Bucknell by seeking their understanding and cooperation.

Buck Shott's "well done", like the one that most of us hope to earn, has not come because he went to the moon like one of the astronauts—although his travels for Bucknell may have extended over almost as many miles. Nor was it achieved in the creativity of a work of art, a poem, a novel, a painting or a symphony. He was not a performer, a politician or philosopher. His achievement was in doing well what needed to be done. He exemplified the educated man to whom Thomas Huxley referred when he wrote: "Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not; it is the first lesson that ought to be learned; and however early a man's training begins, it is probably the last lesson that he learns thoroughly." Who can doubt that this was indeed a lesson which Buck had thoroughly learned!

THE words which I would use to describe his life are *dedication, loyalty* and *service*. He was a man whose life was his work, and who worked for others. He was a man who had a vision of the importance of the University and of his work for it. It was his calling! Even in these last days, it took priority. Some of you will remember that on occasions such as this, at the time of the death of a member of the Bucknell staff, Dean Rivenberg liked to quote the epitaph which Thomas Jefferson had chosen for his tombstone. Engraved there are the words, "The author of the Declaration of Independence and the founder of the University of Virginia." One would suspect that like Thomas Jefferson, Buck would take greatest pride in being counted as among those whose life and efforts have made it possible for the college to endure.

As husband, father, grandfather, friend and counselor there is immortality in the memories we all hold of him, but one suspects that in all those times when, as he put it, "the Ivy whispered" to him about so many things, it may also have told him that he had not only built himself into the hearts and minds of 20,000 Bucknellians, but into the basic structure of the institution itself. And this would be satisfaction enough.

He was a man of humility, with a sense of humor, an appreciation of the absurdity of the human condition, and a sense of reverence. Like Oliver Wendell Holmes, Sr., one suspects that there was in the garden of his soul a little plant named reverence which needed watering once a week—and which was well-tended.

He enjoyed watching the young men on the athletic field. I suspect he took pleasure in the fact that he will forever rest nearby. Nor would he be distressed that undergraduates have not paused this afternoon and that the life of the campus proceeds apace. He would celebrate the increased vitality which his own efforts had helped bring to it, and rejoice.

On the occasion of his retirement, his friends in the Alumni Association caused a plaque to be engraved and presented it to him. It is a handsome thing of which he and Trix have been most proud. The inscription will serve as a final word on the good life of a good friend. It reads, "Sir, there is in your life a strong mixture of humanity, generosity, kindness, friendship and devotion."

This is the text of the eulogy given by Vice President John F. Zeller at funeral services held on Thursday, April 16 in Rooke Chapel.

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New Directors of The Bucknell Alumni Association

Six new members have been elected to serve five-year terms on the board of directors of the Bucknell Alumni Association. The terms will expire in 1975.

Ernest J. Hammesfahr '50

President of E. J. Hammesfahr Electric Co., Inc., Ernest received his B.S. degree in electrical engineering. He was a member of Phi Lambda Theta fraternity at Bucknell. A charter member of William Bucknell Associates and the Bison Century Club, he is married to the former Grace I. McKnight. The couple has four children and resides at 344 Middlesex Ave., Metuchen, N. J.

Marlyn D. Etzweiler '27

Owner and manager of Edward Etzweiler and Sons, York, Pa., Marlyn is a B.A. degree recipient. He is a past president of the Bucknell Alumni Club of York, and is a member of Sigma Alpha Epsilon fraternity. Married to the former Marie Dissinger, the couple is the parents of two Bucknellians, M. Robert '61 and Sandra '64. The family lives at 1121 E. Market St., York.

Ned A. Miller '53

A partner in Romm, Miller and Lazaruz, an insurance consulting firm, Ned received his B.S. degree in commerce and finance. A member of Sigma Alpha Mu fraternity at Bucknell, he is now serving as president of the Bucknell Alumni Club of Westchester, N. Y. Married to the former Anita Podell, the couple has two children, and resides at 73 Hungerford Rd., Briarcliff Manor, N. Y.

James E. Logue '54,

Associate professor in liberal arts at Williamsport Community College, Jim received his B.A. degree in English. He received his M.A. degree in 1966. He is president of the Bucknell Alumni Club of Lycoming County and is a past chairman of the Council of Club Presidents. He is married to the former Shirley A. Cohick '51 and they reside at R. D. 1, Trout Run, Pa.

Frederick S. Shehadi, Jr. '56

President of B. Shehadi and Sons, Inc., an importing firm in East Orange, N. J., Fred received his B.S. degree in commerce and finance. A member of Theta Chi fraternity, he is now serving as president of the Bucknell Alumni Club of Northern New Jersey. He is married to the former Carol Dunn and they have five children. They reside at 509 Ridgewood Rd., Maplewood, N. J.

The photo of the sixth director, Mrs. John S. Purnell Jr. '50, Lewisburg, the former Barbara Elizabeth Jones '49, M.A. '50, was not available at press time.

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